

2011 State Teacher Policy Yearbook

Georgia

OVERALL GRADE

C



National Council on Teacher Quality

Acknowledgments

STATES

State education agencies remain our most important partners in this effort, and their gracious cooperation has helped to ensure the factual accuracy of the final product. Every state formally received a draft of the *Yearbook* in July 2011 for comment and correction; states also received a final draft of their reports a month prior to release. All but one state responded to our inquiries. While states do not always agree with the recommendations, their willingness to acknowledge the imperfections of their teacher policies is an important first step toward reform.

We also thank the many state pension boards that reviewed our drafts and responded to our inquiries.

FUNDERS

The primary funders for the 2011 *Yearbook* were:

■ Bill and Melinda Gates Foundation	■ Gleason Family Foundation
■ Carnegie Corporation of New York	■ The Joyce Foundation
■ George Gund Foundation	

The National Council on Teacher Quality does not accept any direct funding from the federal government.

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Thank you to the team at CPS Gumpert for their design of the 2011 *Yearbook*. Thanks also to Colleen Hale and Jeff Hale at EFA Solutions for the original *Yearbook* design and ongoing technical support.



National Council on Teacher Quality

Executive Summary

For five years running, the National Council on Teacher Quality (NCTQ) has tracked states' teacher policies, preparing a detailed and thorough compendium of teacher policy in the United States on topics related to teacher preparation, licensure, evaluation, career advancement, tenure, compensation, pensions and dismissal.

The *2011 State Teacher Policy Yearbook* includes NCTQ's biennial, full review of the state laws, rules and regulations that govern the teaching profession. This year's report measures state progress against a set of 36 policy goals focused on helping states put in place a comprehensive framework in support of preparing, retaining and rewarding effective teachers. For the first time, the *Yearbook* includes a progress rating for states on goals that have been measured over time. An overall progress ranking is also included, showing how states compare to each other in moving forward on their teacher policies.

Georgia at a Glance

Overall 2011 Yearbook Grade:

C

Overall 2009 Yearbook Grade: C-

Area Grades	2011	2009
Area 1 <i>Delivering Well Prepared Teachers</i>	C	C-
Area 2 <i>Expanding the Teaching Pool</i>	B-	B-
Area 3 <i>Identifying Effective Teachers</i>	C-	D+
Area 4 <i>Retaining Effective Teachers</i>	C	D
Area 5 <i>Exiting Ineffective Teachers</i>	D+	C

Overall Progress



Highlights from recent progress in Georgia include:

- Teacher preparation program admission requirements
- Teacher preparation program accountability
- Performance pay

How is Georgia Faring?

Area 1 Delivering Well Prepared Teachers

C

Policy Strengths

- Teacher candidates are required to pass a basic skills test as a criterion for admission to teacher preparation programs.
- Middle school teachers are sufficiently prepared to teach appropriate grade-level content.
- Although there is a loophole for some secondary science teachers, most secondary teachers must pass a content test to teach a core subject area.
- The state connects student achievement data to teacher preparation programs.

Policy Weaknesses

- Elementary teachers are not adequately prepared to teach the rigorous content associated with the Common Core Standards.
- Although preparation programs are required to address the science of reading, candidates are not required to pass an adequate test to ensure knowledge.
- Neither teacher preparation program nor licensure test requirements ensure that new elementary teachers are adequately prepared to teach mathematics.
- The state offers a K-12 special education certification.
- A pedagogy test is not required as a condition of licensure.
- Requirements for teacher preparation do not ensure a high-quality student teaching experience.

Area 2 Expanding the Pool of Teachers

B-

Policy Strengths

- Alternate route preparation is streamlined and relevant, and induction supports the immediate needs of new teachers.
- There are no restrictions on alternate route usage or providers.
- The state offers a license with minimal requirements that would allow content experts to teach part time.

Policy Weaknesses

- Admission criteria for the alternate route to certification are not sufficiently selective, although there is flexibility for nontraditional candidates.
- Out-of-state teachers are not required to meet the state's testing requirements, and there are additional obstacles that do not support licensure reciprocity.

How is Georgia Faring?

Area 3 Identifying Effective Teachers

C-

Policy Strengths

- The state data system has the capacity to provide evidence of teacher effectiveness.

- All teachers must be evaluated annually.

Policy Weaknesses

- Objective evidence of student learning is not the preponderant criterion of teacher evaluations.
- Tenure decisions are not connected to evidence of teacher effectiveness.

- Licensure advancement is not based on teacher effectiveness.
- Little school-level data are reported that can help support the equitable distribution of teacher talent.

Area 4 Retaining Effective Teachers

C

Policy Strengths

- Teachers receive feedback from their evaluations, although the state could do more to ensure that professional development for all teachers is aligned with findings from teachers' evaluations.

- Teachers can receive performance pay and additional compensation for certain types of relevant prior work experience, working in high-need schools or teaching in shortage subject areas.
- The pension system for teachers is well funded.

Policy Weaknesses

- All new teachers do not receive mentoring or other induction support.
- Teacher compensation is controlled by a state salary schedule based on years of experience and advanced degrees.

- The state only offers a defined benefit pension plan, and pension policies are not portable, flexible or fair to all teachers.
- Retirement benefits are determined by a formula that is not neutral, meaning that pension wealth does not accumulate uniformly for each year a teacher works.

Area 5 Exiting Ineffective Teachers

D+

Policy Strengths

- The state has taken steps to ensure that licensure testing requirements are met by all teachers within one year.

- Performance is not considered in determining which teachers to lay off during reductions in force.

Policy Weaknesses

- The state could do more to make eligibility for dismissal a consequence of unsatisfactory evaluations.
- Ineffective classroom performance is not grounds for dismissal, and tenured teachers who are dismissed have multiple opportunities to appeal.

Georgia Goal Summary

Goal Breakdown

 Best Practice	2
 Fully Meets	7
 Nearly Meets	9
 Partially Meets	4
 Only Meets a Small Part	6
 Does Not Meet	8

Progress on Goals Since 2009

 4  1  24 NEW GOAL 7

Area 1: Delivering Well Prepared Teachers

1-A: Admission into Preparation Programs	
1-B: Elementary Teacher Preparation	
1-C: Teacher Preparation in Reading Instruction	
1-D: Teacher Preparation in Mathematics	
1-E: Middle School Teacher Preparation	
1-F: Secondary Teacher Preparation	
1-G: Secondary Teacher Preparation in Science	
1-H: Secondary Teacher Preparation in Social Studies	
1-I: Special Education Teacher Preparation	
1-J: Assessing Professional Knowledge	
1-K: Student Teaching	
1-L: Teacher Preparation Program Accountability	

Area 2: Expanding the Pool of Teachers

2-A: Alternate Route Eligibility	
2-B: Alternate Route Preparation	
2-C: Alternate Route Usage and Providers	
2-D: Part Time Teaching Licenses	
2-E: Licensure Reciprocity	

Area 3: Identifying Effective Teachers

3-A: State Data Systems	
3-B: Evaluation of Effectiveness	
3-C: Frequency of Evaluations	
3-D: Tenure	
3-E: Licensure Advancement	
3-F: Equitable Distribution	

Area 4: Retaining Effective Teachers

4-A: Induction	
4-B: Professional Development	
4-C: Pay Scales	
4-D: Compensation for Prior Work Experience	
4-E: Differential Pay	
4-F: Performance Pay	
4-G: Pension Flexibility	
4-H: Pension Sustainability	
4-I: Pension Neutrality	

Area 5: Exiting Ineffective Teachers

5-A: Licensure Loopholes	
5-B: Unsatisfactory Evaluations	
5-C: Dismissal for Poor Performance	
5-D: Reductions in Force	

About the Yearbook

The National Council on Teacher Quality (NCTQ) has long argued that no educational improvement strategies states take on are likely to have a greater impact than policies that seek to maximize teacher effectiveness. In this fifth edition of the *State Teacher Policy Yearbook*, NCTQ provides a detailed examination of state laws, rules and regulations that govern the teaching profession, covering the full breadth of policies including teacher preparation, licensure, evaluation, career advancement, tenure, compensation, pensions and dismissal.

The *Yearbook* is a 52-volume compendium of customized state reports for the 50 states and the District of Columbia, as well as a national summary overview, measuring state progress against a set of 36 specific policy goals. All of the reports are available from NCTQ's website at www.nctq.org/stpy.

The 36 *Yearbook* goals are focused on helping states put in place a comprehensive policy framework in support of preparing, retaining and rewarding effective teachers. The goals were developed based on input and ongoing feedback from state officials, practitioners, policy groups and other education organizations, as well as from NCTQ's own nationally respected advisory board. These goals meet five criteria for an effective reform framework:

1. They are supported by a strong rationale, grounded in the best research available. The rationale and research citations supporting each goal can be found at www.nctq.org/stpy.
2. They offer practical rather than pie-in-the-sky solutions for improving teacher quality.
3. They take on the teaching profession's most pressing needs, including making the profession more responsive to the current labor market.
4. They are, for the most part, relatively cost neutral.
5. They respect the legitimate constraints that some states face so that the goals can work in all 50 states.

The need to ensure that all children have effective teachers has captured the attention of the public and policy-makers across the country like never before. The *Yearbook* offers state school chiefs, school boards, legislatures and the many advocates who press hard for reform a concrete set of recommendations as they work to maximize teacher quality for their students.

How to Read the Yearbook

NCTQ rates state teacher policy in several ways.

For each of the 36 individual teacher policy goals, states receive two ratings. The first rating indicates whether, or to what extent, a state has met the goal. NCTQ uses these familiar graphics to indicate the extent to which each goal has been met:



A new feature of this year's *Yearbook* is a progress rating for each goal NCTQ has measured over time. These ratings are intended to give states a meaningful sense of the changes in teacher policy since the 2009 *Yearbook* was published. Using the symbols below, NCTQ determines whether each state has advanced on the goal, if the state policy has remained unchanged, or if the state has actually lost ground on that topic.

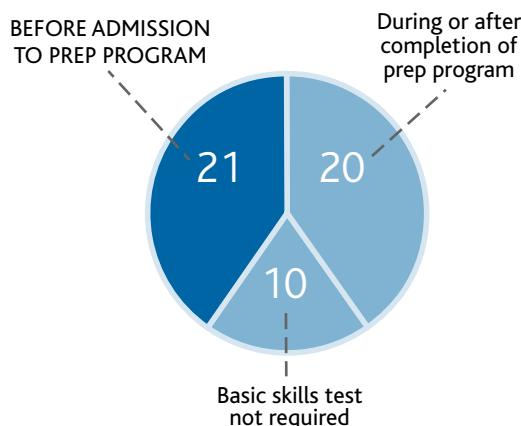


Some goals are marked with this symbol , which indicates that the bar has been raised for this goal since the 2009 *Yearbook*. With many states making considerable progress in advancing teacher effectiveness policy, NCTQ raised the standards for some goals where the bar had been quite low. As this may have a negative impact on some states' scores, those goals are always marked with the above symbol.

States receive grades in the five goal areas under which the 36 goals are organized: 1) delivering well prepared teachers; 2) expanding the pool of teachers; 3) identifying effective teachers; 4) retaining effective teachers and 5) exiting ineffective teachers. States also receive an overall grade that summarizes state performance across the five goal areas, giving an overall perspective on how states measure up against NCTQ benchmarks. New this year, states also receive an overall progress ranking, indicating how much progress each state has made compared to other states.

As always, the *Yearbook* provides a detailed narrative accounting of the policy strengths and weaknesses in each policy area for each state and for the nation as a whole. Best practices are highlighted. The reports are also chock full of reader-friendly charts and tables that provide a national perspective on each goal and serve as a quick reference on how states perform relative to one another, goal by goal.

Another new feature this year makes it easier to distinguish strong policies from weaker ones on our charts and tables. The policies NCTQ considers strong practices or the ideal policy positions for states are capitalized. This provides a quick thumbnail for readers to size up state policies against the policy option that aligns with NCTQ benchmarks for meeting each policy goal. For example, on the chart below, "BEFORE ADMISSION TO PREP PROGRAM" is capitalized, as that is the optimal timing for testing teacher candidates' academic proficiency.



Goals

AREA 1: DELIVERING WELL PREPARED TEACHERS

PAGE 9

1-A: Admission into Preparation Programs

The state should require undergraduate teacher preparation programs to admit only candidates with good academic records.

1-B: Elementary Teacher Preparation

The state should ensure that its teacher preparation programs provide elementary teachers with a broad liberal arts education, the necessary foundation for teaching to the Common Core Standards.

1-C: Teacher Preparation in Reading Instruction

The state should ensure that new elementary teachers know the science of reading instruction.

1-D: Teacher Preparation in Mathematics

The state should ensure that new elementary teachers have sufficient knowledge of the mathematics content taught in elementary grades.

1-E: Middle School Teacher Preparation

The state should ensure that middle school teachers are sufficiently prepared to teach appropriate grade-level content.

1-F: Secondary Teacher Preparation

The state should ensure that secondary teachers are sufficiently prepared to teach appropriate grade-level content.

1-G: Secondary Teacher Preparation in Science

The state should ensure that science teachers know all the subject matter they are licensed to teach.

1-H: Secondary Teacher Preparation in Social Studies

The state should ensure that social studies teachers know all the subject matter they are licensed to teach.

1-I: Special Education Teacher Preparation

The state should ensure that special education teachers know the subject matter they will be required to teach.

1-J: Assessing Professional Knowledge

The state should use a licensing test to verify that all new teachers meet its professional standards.

1-K: Student Teaching

The state should ensure that teacher preparation programs provide teacher candidates with a high-quality clinical experience.

1-L: Teacher Preparation Program Accountability

The state's approval process for teacher preparation programs should hold programs accountable for the quality of the teachers they produce.

AREA 2: EXPANDING THE POOL OF TEACHERS

PAGE 59

2-A: Alternate Route Eligibility

The state should require alternate route programs to exceed the admission requirements of traditional preparation programs while also being flexible to the needs of nontraditional candidates.

2-B: Alternate Route Preparation

The state should ensure that its alternate routes provide streamlined preparation that is relevant to the immediate needs of new teachers.

2-C: Alternate Route Usage and Providers

The state should provide an alternate route that is free from regulatory obstacles that limit its usage and providers.

2-D: Part Time Teaching Licenses

The state should offer a license with minimal requirements that allows content experts to teach part time.

2-E: Licensure Reciprocity

The state should help to make licenses fully portable among states, with appropriate safeguards.

Goals

AREA 3: IDENTIFYING EFFECTIVE TEACHERS

PAGE 79

3-A: State Data Systems

The state should have a data system that contributes some of the evidence needed to assess teacher effectiveness.

3-B: Evaluation of Effectiveness

The state should require instructional effectiveness to be the preponderant criterion of any teacher evaluation.

3-C: Frequency of Evaluations

The state should require annual evaluations of all teachers.

3-D: Tenure

The state should require that tenure decisions are based on evidence of teacher effectiveness.

3-E: Licensure Advancement

The state should base licensure advancement on evidence of teacher effectiveness.

3-F: Equitable Distribution

The state should publicly report districts' distribution of teacher talent among schools to identify inequities in schools serving disadvantaged children.

AREA 4: RETAINING EFFECTIVE TEACHERS

PAGE 105

4-A: Induction

The state should require effective induction for all new teachers, with special emphasis on teachers in high-need schools.

4-B: Professional Development

The state should require professional development to be based on needs identified through teacher evaluations.

4-C: Pay Scales

The state should give local districts authority over pay scales.

4-D: Compensation for Prior Work Experience

The state should encourage districts to provide compensation for related prior subject-area work experience.

4-E: Differential Pay

The state should support differential pay for effective teaching in shortage and high-need areas.

4-F: Performance Pay

The state should support performance pay but in a manner that recognizes its appropriate uses and limitations.

4-G: Pension Flexibility

The state should ensure that pension systems are portable, flexible and fair to all teachers.

4-H: Pension Sustainability

The state should ensure that excessive resources are not committed to funding teachers' pension systems.

4-I: Pension Neutrality

The state should ensure that pension systems are neutral, uniformly increasing pension wealth with each additional year of work.

AREA 5: EXITING INEFFECTIVE TEACHERS

PAGE 151

5-A: Licensure Loopholes

The state should close loopholes that allow teachers who have not met licensure requirements to continue teaching.

5-B: Unsatisfactory Evaluations

The state should articulate consequences for teachers with unsatisfactory evaluations, including specifying that teachers with multiple unsatisfactory evaluations should be eligible for dismissal.

5-C: Dismissal for Poor Performance

The state should articulate that ineffective classroom performance is grounds for dismissal and ensure that the process for terminating ineffective teachers is expedient and fair to all parties.

5-D: Reductions in Force

The state should require that its school districts consider classroom performance as a factor in determining which teachers are laid off when a reduction in force is necessary.

Area 1: Delivering Well-Prepared Teachers

Goal A – Admission into Preparation Programs

The state should require undergraduate teacher preparation programs to admit only candidates with good academic records.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require teacher candidates to pass a test of academic proficiency that assesses reading, writing and mathematics skills as a criterion for admission to teacher preparation programs.
2. All preparation programs in a state should use a common admissions test to facilitate program comparison, and the test should allow comparison of applicants to the general college-going population and selection of applicants in the top half of that population.
3. Programs should have the option of exempting candidates from this test who submit comparable SAT or ACT scores at a level set by the state.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 1

How States are Faring in Admission Requirements



Progress on this Goal Since 2009:

: 6 : 45 : 0



State Nearly Meets Goal



Bar Raised for this Goal



Progress Since 2009

ANALYSIS

Georgia requires that approved undergraduate teacher preparation programs only accept teacher candidates who have passed the Georgia Assessments for the Certification of Educators (GACE) basic skills test. Although the state sets the minimum score for this test, it is normed just to the prospective teacher population.

Georgia also allows candidates to qualify by means of equivalent scores on the SAT, ACT and GRE.

Supporting Research

Georgia Professional Standards Commission Basic Skills Information

<http://www.gapsc.com/documentation/basicskillsinfo.asp>

RECOMMENDATION

■ **Require preparation programs to use a common test normed to the general college-bound population.**

The basic skills tests in use in most states largely assess middle school-level skills. To improve the selectivity of teacher candidates—a common characteristic in countries whose students consistently outperform ours in international comparisons—Georgia should require an assessment that demonstrates that candidates are academically competitive with all peers, regardless of their intended profession. Requiring a common test normed to the general college population would allow for the selection of applicants in the top half of their class, as well as facilitate program comparison.

GEORGIA RESPONSE TO ANALYSIS

Georgia recognized the factual accuracy of this analysis.

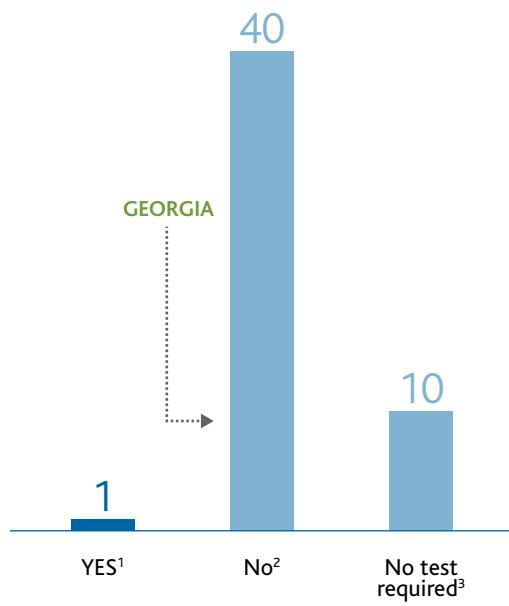


EXAMPLES OF BEST PRACTICE

Although there are a number of states that require teacher candidates to pass a basic skills test as a criterion for admission to a preparation program, **Texas** is the only state that requires a test of academic proficiency normed to the general college bound population rather than just to prospective teachers. In addition, the state's minimum scores for admission appear to be relatively selective when compared to other tests used across the country.

Figure 2

Do states require a test of academic proficiency that is normed to the general college-going population?



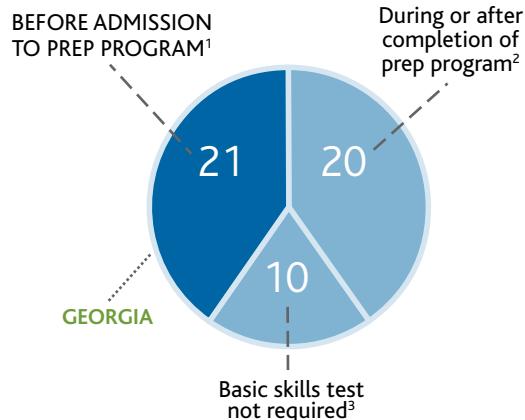
1. Strong Practice: Texas

2. Alabama, Alaska, Arkansas, California, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Illinois, Indiana, Iowa, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Vermont, Virginia, Washington, Wisconsin

3. Arizona, Colorado, Idaho, Kansas, Kentucky, Montana, Ohio, South Dakota, Utah, Wyoming

Figure 3

When do states test teacher candidates' basic skills?



1. Strong Practice: Arkansas, Connecticut, Florida, Georgia, Hawaii, Illinois, Indiana, Iowa, Louisiana, Mississippi, Missouri, Nebraska, North Carolina, Rhode Island, South Carolina, Tennessee, Texas, Virginia, Washington, West Virginia, Wisconsin

2. Alabama, Alaska, California, Delaware, District of Columbia, Maine, Maryland, Massachusetts, Michigan, Minnesota, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Oklahoma, Oregon, Pennsylvania, Vermont

3. Arizona, Colorado, Idaho, Kansas, Kentucky, Montana, Ohio, South Dakota, Utah, Wyoming

Figure 4

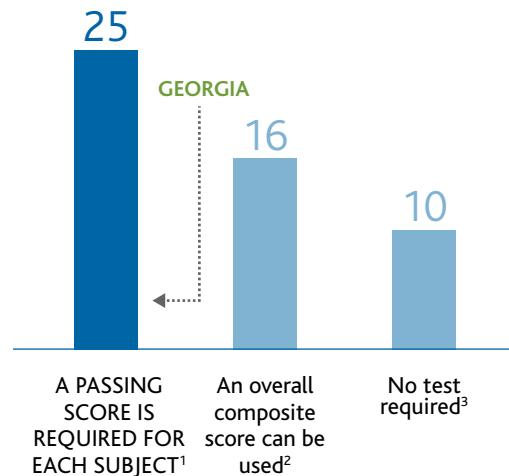
Do states appropriately test teacher candidates' academic proficiency?

	TEST NORMED TO COLLEGE-BOUND POPULATION TO PREP PROGRAM	Test normed only to teacher candidates before admission to prep program	Test normed only to teacher candidates during or after completion of prep program	No test required
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GEORGIA	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

1 20 20 10

Figure 5

Do states measure performance in reading, mathematics and writing?



1. **Strong Practice:** Alabama, Alaska, Arkansas, Connecticut, Delaware, Florida, Georgia, Illinois, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Jersey, Oklahoma, Oregon, South Carolina, Tennessee, Texas, Washington, West Virginia, Wisconsin

2. California⁴, District of Columbia⁴, Hawaii⁴, Indiana, Iowa, Maine⁴, Maryland, New Hampshire⁴, New Mexico, New York, North Carolina, North Dakota⁵, Pennsylvania⁴, Rhode Island⁴, Vermont, Virginia

3. Arizona, Colorado, Idaho, Kansas, Kentucky, Montana, Ohio, South Dakota, Utah, Wyoming

4. Minimum score must be met in each section.

5. Composite score can only be used if passing score is met on two of three subtests.

Area 1: Delivering Well-Prepared Teachers

Goal B – Elementary Teacher Preparation

The state should ensure that its teacher preparation programs provide elementary teachers with a broad liberal arts education, the necessary foundation for teaching to the Common Core Standards.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that its approved teacher preparation programs deliver a comprehensive program of study in broad liberal arts coursework. An adequate curriculum is likely to require approximately 36 credit hours to ensure appropriate depth in the core subject areas of English, science, social studies and fine arts. (Mathematics preparation for elementary teachers is discussed in Goal 1-D.)
2. The state should require elementary teacher candidates to pass a subject-matter test designed to ensure sufficient content knowledge of all subjects.
3. The state should require elementary teacher candidates to complete a content specialization in an academic subject area. In addition to enhancing content knowledge, this requirement also ensures that prospective teachers have taken higher level academic coursework.
4. Arts and sciences faculty, rather than education faculty, should in most cases teach liberal arts coursework to teacher candidates.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 6

How States are Faring in Elementary Teacher Preparation



Progress on this Goal Since 2009:

↑ : 3 ↔ : 44 ↓ : 4



ANALYSIS

Although Georgia has adopted the Common Core Standards, the state does not ensure that its early childhood teacher candidates are adequately prepared to teach the rigorous content associated with these standards.

In Georgia, early childhood teachers are required to pass each of the two subtests that comprise the Georgia Assessments for the Certification of Educators (GACE) general elementary content test. The first test includes reading and English language arts, and social studies; the second one targets mathematics, science, and health, physical education and the arts.

Although the state does not specify any general education coursework requirements for early childhood teacher candidates, Georgia's teacher standards include some important topics, such as physical and biological science, grammar and composition, and music. However, there are gaps in many important subject areas, including American and world history; American government; American, world, British and children's literature; and art history.

Georgia also indicates subject-area expectations through the framework of the GACE content test. For example, in the area of social studies, teacher candidates are required to understand history, government, economics and geography. However, the framework still lacks specific mention of important areas such as American and world literature, basic chemistry, and art history.

Finally, there is no assurance that arts and sciences faculty will teach liberal arts classes to elementary teacher candidates.

Supporting Research

Georgia Rules 505-3-.01, -.16

Georgia Assessments for the Certification of Educators

www.gace.nesinc.com

RECOMMENDATION

■ Require a content test that ensures sufficient knowledge in all subjects.

Georgia should ensure that its subject-matter test for elementary teacher candidates is well aligned with the Common Core Standards, which represent an effort to significantly raise the standards for the knowledge and skills American students will need for college readiness and global competitiveness.

Although Georgia is on the right track by administering a two-part licensing test, thus making it harder for teachers to pass if they fail some subject areas, the state is encouraged to further strengthen its policy and require separate passing scores for each subject on its multiple-subject test.

■ Provide broad liberal arts coursework relevant to the elementary classroom.

Georgia should either articulate a more specific set of standards or establish comprehensive coursework requirements that are specifically geared to the areas of knowledge needed by PK-6 teachers. Further, the state should align its requirements for elementary teacher candidates with the Common Core Standards to ensure that candidates will complete coursework relevant to the common topics in elementary grades. An adequate curriculum is likely to require approximately 36 credit hours in the core subject areas of English, science, social studies and fine arts.

■ **Require at least an academic concentration.**

An academic concentration, if not a full academic major, would not only enhance Georgia teachers' content knowledge, but it would also ensure that prospective teachers have taken higher-level academic coursework. Further, it would provide an option for teacher candidates unable to fulfill student teaching or other professional requirements to still earn a degree.

■ **Ensure arts and sciences faculty teach liberal arts coursework.**

Although an education professor is best suited to teach effective methodologies in subject instruction, faculty from the university's college of arts and sciences should provide subject-matter foundation.

GEORGIA RESPONSE TO ANALYSIS

Georgia asserted that the Professional Standards Commission requires programs to ensure that teacher candidates are prepared to implement the appropriate sections of any Georgia mandated curriculum in each relevant content area.

The state also pointed out that candidates enrolled in public institutions are required by the University System of Georgia to take a minimum of 19 hours of general education courses as part of their core curriculum in baccalaureate programs. The core curriculum includes courses in humanities, science, math and social science.

Supporting Research

Standard 7, Element E

www.gapsc.com

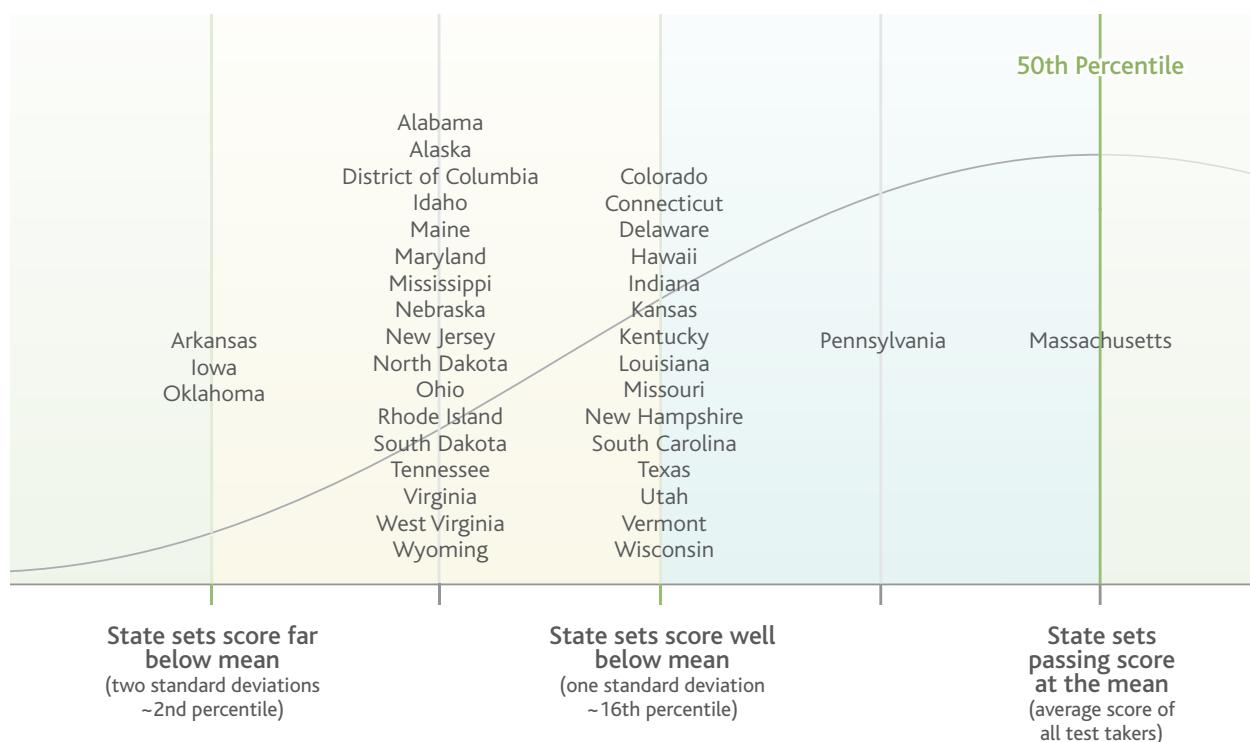


EXAMPLES OF BEST PRACTICE

Although no state meets this goal, three states have noteworthy policies. **Massachusetts's** testing requirements, which are based on the state's curriculum, ensure that elementary teachers are provided with a broad liberal arts education. **Indiana** and **Utah** are the first two states to adopt the new Praxis II "Elementary Education: Multiple Subjects" content test, which requires candidates to pass separately scored subtests in reading/language arts, mathematics, social studies and science.

Figure 7

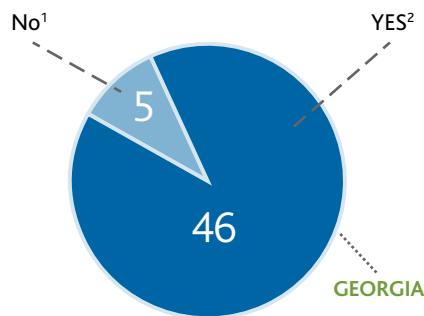
Where do states set the passing score on elementary content licensure tests¹?



¹ Based on the most recent technical data that could be obtained; data not available for Arizona, California, Florida, **GEORGIA**, Illinois, Michigan, Minnesota, New Mexico, New York, North Carolina, Oregon and Washington. Montana and Nebraska do not require a content test. Colorado score is for Praxis II, not PLACE. Indiana, Maryland, Nevada, South Carolina and Utah now require new Praxis tests for which the technical data are not yet available; analysis is based on previously required test.

Figure 8

Have states adopted the K-12 Common Core State Standards?



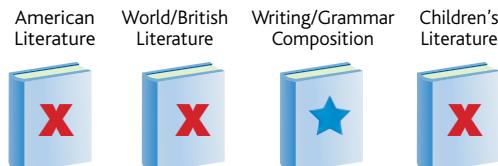
1. Alaska, Minnesota, Nebraska, Texas, Virginia

2. **Strong Practice:** Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Washington, West Virginia, Wisconsin, Wyoming

Figure 9

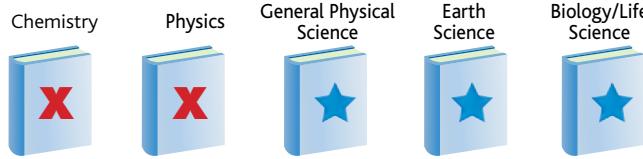
What subjects does Georgia expect elementary teachers to know?

ENGLISH

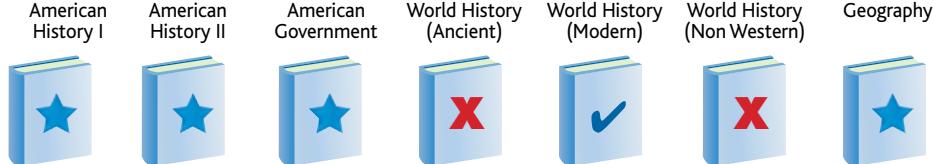


✓	State requirements mention subject
★	State requirements cover subject in depth
✗	State does not require subject

SCIENCE



SOCIAL STUDIES



FINE ARTS

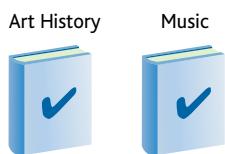


Figure 10

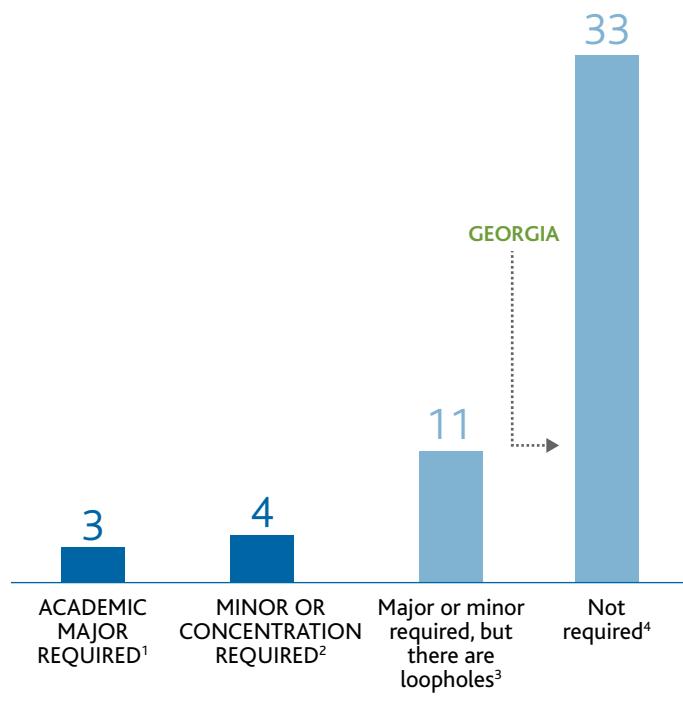
*Do states expect
elementary teachers
to have in-depth
knowledge of
core content?*



■ Subject mentioned ★ Subject covered in depth

Figure 11

Do states expect elementary teachers to complete an academic concentration?



1. Strong Practice: Colorado, Massachusetts, New Mexico

2. Strong Practice: Indiana, Mississippi, New Hampshire, Oklahoma

3. California, Connecticut, Iowa, Michigan, Missouri, New Jersey, New York, Tennessee, Texas, Vermont, Virginia
These states require a major, minor or concentration but there is no assurance it will be in an academic subject area.

4. Alabama, Alaska, Arizona, Arkansas, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Kansas, Kentucky, Louisiana, Maine, Maryland, Minnesota, Montana, Nebraska, Nevada, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Utah, Washington, West Virginia, Wisconsin, Wyoming

Area 1: Delivering Well-Prepared Teachers

Goal C – Elementary Teacher Preparation in Reading Instruction

The state should ensure that new elementary teachers know the science of reading instruction.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. To ensure that teacher preparation programs adequately prepare candidates in the science of reading instruction, the state should require that these programs train teachers in the five instructional components shown by scientifically based reading research to be essential to teaching children to read.
2. The state should require that new elementary teachers pass a rigorous test of reading instruction in order to attain licensure. The design of the test should ensure that prospective teachers cannot pass without knowing the science of reading instruction.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 12

How States are Faring in Elementary Teacher Preparation in Reading Instruction

 3	Best Practice States Connecticut, Massachusetts, Virginia
 5	States Meet Goal Alabama↑, Minnesota↑, Oklahoma, Pennsylvania↑, Tennessee
 5	States Nearly Meet Goal California, Florida, GEORGIA , Idaho, Texas
 14	States Partly Meet Goal Arkansas, Colorado, Indiana↑, Louisiana, Maryland, Michigan, Mississippi, Missouri, New Mexico↑, Ohio, Oregon, Vermont, Washington, West Virginia
 2	States Meet a Small Part of Goal Arizona, New York
 22	States Do Not Meet Goal Alaska, Delaware, District of Columbia, Hawaii, Illinois, Iowa, Kansas, Kentucky, Maine, Montana, Nebraska, Nevada, New Hampshire, New Jersey, North Carolina, North Dakota, Rhode Island, South Carolina, South Dakota, Utah, Wisconsin, Wyoming

Progress on this Goal Since 2009:

↑ : 5 ↔ : 46 ↓ : 0



State Nearly Meets Goal



Progress Since 2009

ANALYSIS

In its standards for early childhood education teacher preparation, Georgia requires teacher preparation programs to address the science of reading. Programs must provide training in the five instructional components of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.

Georgia's licensure test for early childhood education teachers, part of the Georgia Assessments for the Certification of Educators (GACE), includes some questions on scientifically based reading instruction. However, the state does not provide a subscore for this specific area, so it is possible to pass the test without adequate knowledge of the science of reading.

Supporting Research

Georgia Rules 505-3-16 and 505-3-75

http://www.gace.nesinc.com/PDFs/GA_fld001002_TD-Framework.pdf

RECOMMENDATION

■ **Require teacher candidates to pass a rigorous assessment in the science of reading instruction.**

Although Georgia is commended for requiring teacher preparation programs to address the science of reading, the state should also require a rigorous reading assessment tool to ensure that its elementary teacher candidates are adequately prepared in the science of reading instruction before entering the classroom. Since the state's assessment includes the science of reading but is combined with an assessment that also tests other elementary content, the state should report a subscore for the science of reading specifically. Elementary teachers who do not possess the minimum knowledge in this area should not be eligible for licensure.

GEORGIA RESPONSE TO ANALYSIS

Georgia recognized the factual accuracy of this analysis.

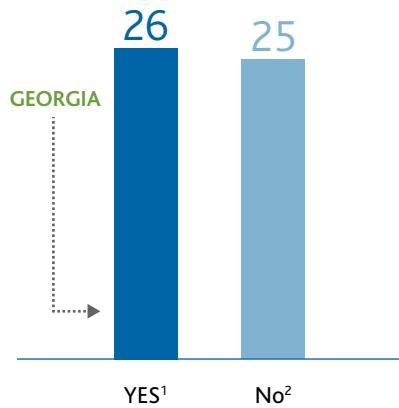


EXAMPLES OF BEST PRACTICE

Eight states meet this goal by requiring that preparation programs for elementary teacher candidates address the science of reading and requiring that candidates pass comprehensive assessments that specifically test the five elements of instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. Independent reviews of the assessments used by **Connecticut, Massachusetts** and **Virginia** confirm that these tests are rigorous measures of teacher candidates' knowledge of scientifically based reading instruction.

Figure 13

Do states require preparation for elementary teachers in the science of reading?

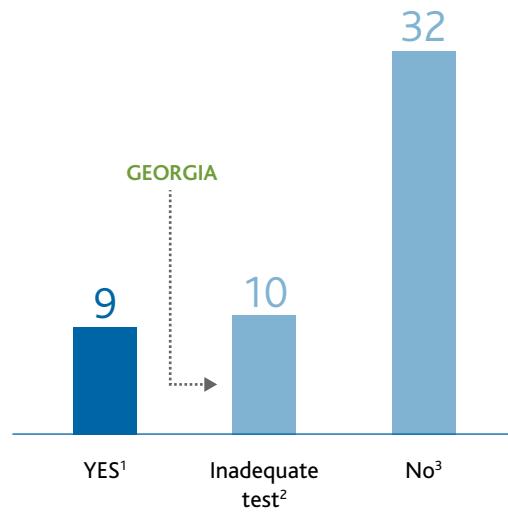


1. **Strong Practice:** Alabama, Arkansas, California, Colorado, Connecticut, Florida, Georgia, Idaho, Indiana, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Ohio, Oklahoma, Oregon, Pennsylvania, Tennessee, Texas, Vermont, Virginia, Washington, West Virginia

2. Alaska, Arizona, Delaware, District of Columbia, Hawaii, Illinois, Iowa, Kansas, Kentucky, Maine, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Rhode Island, South Carolina, South Dakota, Utah, Wisconsin, Wyoming

Figure 14

Do states measure new teachers' knowledge of the science of reading?



1. **Strong Practice:** Alabama, Connecticut, Massachusetts, Minnesota⁴, New Mexico⁵, Oklahoma, Pennsylvania⁵, Tennessee, Virginia

2. Arkansas, California, Florida, Georgia, Idaho, Indiana, Missouri, New York, Oregon, Texas

3. Alaska, Arizona, Colorado, Delaware, District of Columbia, Hawaii, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, North Carolina, North Dakota, Ohio, Rhode Island, South Carolina, South Dakota, Utah, Vermont, Washington, West Virginia, Wisconsin, Wyoming

4. Based on the limited information available about the test on the state's website.

5. Test is under development and not yet available for review.

Figure 15

Do states ensure that elementary teachers know the science of reading?

	PREPARATION REQUIREMENTS		TESTING REQUIREMENTS		
	FULLY ADDRESS READING SCIENCE	Do not address reading science	APPROPRIATE TEST	Inadequate test	No reading test
Alabama	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
California	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GEORGIA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	¹ <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>	² <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input checked="" type="checkbox"/>	<input type="checkbox"/>	² <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

26

25

9

10

32

1. Based on the limited information available about the test on the state's website.

2. Test is under development and not yet available for review.

Area 1: Delivering Well-Prepared Teachers

Goal D – Elementary Teacher Preparation in Mathematics

The state should ensure that new elementary teachers have sufficient knowledge of the mathematics content taught in elementary grades.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require teacher preparation programs to deliver mathematics content of appropriate breadth and depth to elementary teacher candidates. This content should be specific to the needs of the elementary teacher (i.e., foundations, algebra and geometry with some statistics).
2. The state should require elementary teacher candidates to pass a rigorous test of mathematics content in order to attain licensure.
3. Such test can also be used to test out of course requirements and should be designed to ensure that prospective teachers cannot pass without sufficient knowledge of mathematics.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 16

How States are Faring in Teacher Preparation in Mathematics

 1	Best Practice State Massachusetts
 0	States Meet Goal
 1	State Nearly Meets Goal Indiana 
 5	States Partly Meet Goal California, Florida, Minnesota  , New Mexico, Utah 
 30	States Meet a Small Part of Goal Alabama, Alaska, Arizona, Delaware, District of Columbia, GEORGIA , Hawaii, Idaho, Illinois, Iowa  , Kansas, Kentucky, Michigan, Mississippi, Missouri, Montana, New Hampshire, New York, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Vermont, Virginia, Washington, Wyoming
 14	States Do Not Meet Goal Arkansas, Colorado, Connecticut, Louisiana, Maine, Maryland, Nebraska, Nevada, New Jersey, North Carolina, Ohio, Oregon, West Virginia, Wisconsin

Progress on this Goal Since 2009:

 : 4  : 47  : 0



State Meets a Small Part of Goal



Progress Since 2009

ANALYSIS

Georgia relies on its standards for teacher preparation programs and its subject-matter testing requirements as the basis for articulating its requirements for the mathematics content knowledge of early childhood teacher candidates.

The state does not specify any coursework requirements regarding mathematics content. However, the state has articulated teaching standards that its approved teacher preparation programs must use to frame instruction in early childhood mathematics content. Teacher candidates must "know, understand and use the major concepts, procedures and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities and spatial relationships that can represent phenomena, solve problems and manage data." However, these standards lack the specificity needed to ensure that teacher preparation programs deliver mathematics content of appropriate breadth and depth to early childhood teacher candidates.

Georgia requires that all new, early childhood teachers pass its general subject-matter test, the Georgia Assessments for the Certification of Educators (GACE). GACE's standards appropriately address content in mathematics foundations, but although they outline areas such as algebra, geometry and data analysis, the standards are not specifically geared to meet the needs of early childhood teachers. In addition, Georgia posts only a limited number of sample questions, and a review of this material calls into question the rigor of its test; the test items representing early childhood content assess understanding at too superficial a level.

Finally, although GACE requires passing scores on both subtests that comprise the overall test, one subtest combines mathematics; science; and health, physical education and the arts, so one can likely answer many mathematics questions incorrectly and still pass the test.

Supporting Research

Georgia Rules 505-3-.16

http://www.gace.nesinc.com/GA_testframeworks.asp

RECOMMENDATION

■ **Require teacher preparation programs to provide mathematics content specifically geared to the needs of elementary teachers.**

Although Georgia requires some knowledge in key areas of mathematics, the state should require teacher preparation programs to provide mathematics content specifically geared to the needs of elementary teachers. This includes specific coursework in foundations, algebra and geometry, with some statistics.

■ **Require teacher candidates to pass a rigorous mathematics assessment.**

Georgia should assess mathematics content with a rigorous assessment tool, such as the test required in Massachusetts, that evaluates mathematics knowledge beyond an elementary school level and challenges candidates' understanding of underlying mathematics concepts. Such a test could also be used to allow candidates to test out of coursework requirements. Teacher candidates who lack minimum mathematics knowledge should not be eligible for licensure.

GEORGIA RESPONSE TO ANALYSIS

Georgia stated that its Framework, adopted in 2005, defines quality teaching. It describes the knowledge, skills and dispositions identified by research that effective teachers display when they have a positive impact on student learning. The state added that the six Framework domains and accompanying indicators are inherent to good teaching practices and align with state and national standards utilized by many teacher education programs. "As such, the Framework is designed to help ensure that all teachers from pre-service to veterans demonstrate a strong knowledge of content area(s) appropriate for their certification levels."

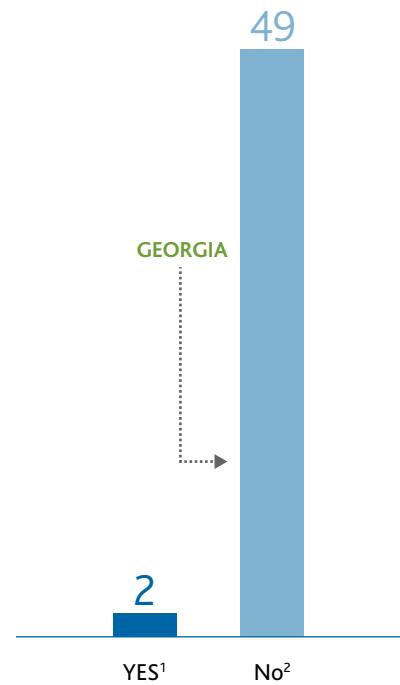


EXAMPLES OF BEST PRACTICE

Massachusetts is the only state that ensures that its elementary teachers have sufficient knowledge of mathematics content. As part of its general curriculum test, the state utilizes a separately scored mathematics subtest that covers topics specifically geared to the needs of elementary teachers.

Figure 17

Do states articulate appropriate mathematics preparation for elementary teachers?

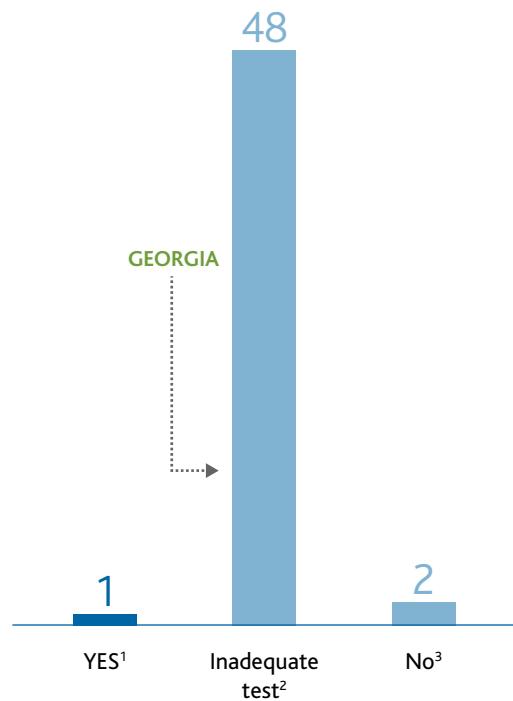


1. **Strong Practice:** Indiana, Massachusetts

2. Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

Figure 18

Do states measure new elementary teachers' knowledge of math?



1. **Strong Practice:** Massachusetts

2. Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

3. Montana, Nebraska

Area 1: Delivering Well-Prepared Teachers

Goal E – Middle School Teacher Preparation

The state should ensure that middle school teachers are sufficiently prepared to teach appropriate grade-level content.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should encourage middle school candidates who intend to teach multiple subjects to earn minors in two core academic areas rather than earn a single major. Middle school candidates intending to teach a single subject area should earn a major in that area.
2. The state should not permit middle school teachers to teach on a generalist license that does not differentiate between the preparation of middle school teachers and that of elementary teachers.
3. The state should require that new middle school teachers pass a licensing test in every core academic area they intend to teach.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 19

How States are Faring in Middle School Teacher Preparation

 3	Best Practice States Arkansas ↑, GEORGIA , Pennsylvania ↑
 7	States Meet Goal Connecticut, Florida ↑, Kentucky, Louisiana, Mississippi, New Jersey, South Carolina ↑
 8	States Nearly Meet Goal Alabama, District of Columbia, Indiana, Kansas, New York, Ohio, Tennessee, Virginia
 11	States Partly Meet Goal Delaware, Hawaii, Iowa, Maryland, Massachusetts, Missouri, Nebraska, Rhode Island, Texas, Vermont, West Virginia
 11	States Meet a Small Part of Goal Arizona, Michigan, Minnesota ↑, Montana, Nevada, New Hampshire, New Mexico, North Dakota, Oklahoma, Utah, Wyoming
 11	States Do Not Meet Goal Alaska, California, Colorado, Idaho, Illinois, Maine, North Carolina ↓, Oregon, South Dakota, Washington, Wisconsin

Progress on this Goal Since 2009:

↑ : 5 ↔ : 45 ↓ : 1



Best Practice State



Progress Since 2009

ANALYSIS

Georgia requires middle grades certification (grades 4-8) for all middle school teachers. Teacher preparation programs must prepare candidates in at least two of the following areas of concentration: reading, language arts, mathematics, science or social science. The state defines an area of concentration as a minimum of 15 semester hours.

All new middle school teachers are required to pass a specific subject-area test, one of the "Georgia Assessments for the Certification of Educators" tests, to attain licensure.

Supporting Research

Georgia Rule 505-3-.26

http://www.gace.nesinc.com/GA3_testselection.asp

GEORGIA RESPONSE TO ANALYSIS

Georgia recognized the factual accuracy of this analysis.



EXAMPLES OF BEST PRACTICE

Arkansas, Georgia and Pennsylvania ensure that all middle school teachers are sufficiently prepared to teach middle school-level content. Teachers are required to earn at least two content-area minors. Georgia and Pennsylvania also require passing scores on single-subject content tests, and Arkansas requires a subject-matter assessment with separate passing scores for each academic area.

Figure 20

Do states distinguish middle grade preparation from elementary preparation?



1. California offers a K-12 generalist license for self-contained classrooms

2. Illinois offers K-9 license

3 With the exception of mathematics

4 Oregon offers 3-8 license

5. Wisconsin offers 1-8 license

Figure 21

What academic preparation do states require for a middle school endorsement or license?

	MAJOR OR MORE	MAJOR OR TWO MINORS	TWO MINORS	Less than a major or "loose" requirements	No requirement of content major or minor
Alabama	█	□	□	□	□
Alaska	□	□	□	□	█
Arizona	□	□	□	□	█
Arkansas	█	□	□	□	□
California	□	□	□	█	□
Colorado	□	□	□	□	█
Connecticut	□	█	□	□	□
Delaware	□	□	□	□	█
District of Columbia	█	□	□	□	□
Florida	□	□	□	█	□
GEORGIA	□	□	█	□	□
Hawaii	□	□	□	□	█
Idaho	□	□	□	□	█
Illinois	□	□	□	□	█
Indiana	□	□	█	□	□
Iowa	□	□	█	□	□
Kansas	█	□	□	□	□
Kentucky	□	█ ¹	□	□	□
Louisiana	□	□	█	□	□
Maine	□	□	□	□	█
Maryland	□	□	□	□	█
Massachusetts	□	□	█ ¹	□	□
Michigan	█	□	□	□	□
Minnesota	□	□	□	█	□
Mississippi	□	□	█	□	□
Missouri	□	□	□	█	□
Montana	□	□	□	□	█
Nebraska	□	□	█ ¹	□	□
Nevada	□	□	□	█	□
New Hampshire	█	□	□	□	□
New Jersey	█	□	□	□	□
New Mexico	□	□	□	█	□
New York	█	□	□	□	□
North Carolina	□	□	□	□	█
North Dakota	□	□	□	█	□
Ohio	□	□	█ ¹	□	□
Oklahoma	█	□	□	□	□
Oregon	□	□	□	█	□
Pennsylvania	□	█ ²	□	□	□
Rhode Island	□	□	□	█	□
South Carolina	□	□	█	□	□
South Dakota	□	□	□	□	█
Tennessee	█	□	□	□	□
Texas	█	□	□	□	□
Utah	█	□	□	□	□
Vermont	□	□	□	█	□
Virginia	█	□	□	□	□
Washington	□	□	□	□	█
West Virginia	□	□	□	█	□
Wisconsin	□	□	□	█	□
Wyoming	□	□	□	□	█

13 3 9 12 14

1. State does not explicitly require two minors, but it has equivalent requirements.

2. Pennsylvania has two options. One option requires a 30 credit concentration in one subject and nearly a minor (12 credits) in three additional subjects; the second option is 21 credits in two subject-area concentrations with 12 credits in two additional subjects.

Area 1: Delivering Well-Prepared Teachers

Goal F – Secondary Teacher Preparation

The state should ensure that secondary teachers are sufficiently prepared to teach appropriate grade-level content.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that secondary teachers pass a licensing test in every subject they intend to teach.
2. The state should require that secondary teachers pass a content test when adding subject-area endorsements to an existing license.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 22

How States are Faring in Secondary Teacher Preparation

 2	Best Practice States Indiana, Tennessee
 29	States Meet Goal Alabama, Arkansas, Connecticut, Delaware, Florida, GEORGIA , Idaho, Illinois, Kansas, Kentucky, Maine, Massachusetts, Michigan, Minnesota, New Jersey, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin
 0	States Nearly Meet Goal
 8	States Partly Meet Goal District of Columbia, Hawaii, Louisiana, Maryland, Mississippi, Missouri, Nevada, New Mexico
 0	States Meet a Small Part of Goal
 12	States Do Not Meet Goal Alaska, Arizona, California, Colorado, Iowa, Montana, Nebraska, New Hampshire, North Carolina, Oregon, Rhode Island, Wyoming

Progress on this Goal Since 2009:

New Goal



State Meets Goal



Progress Since 2009

ANALYSIS

Georgia requires that its secondary teacher candidates pass a content test (Georgia Assessments for the Certification of Educators, or GACE) to teach any core secondary subjects. Unfortunately, Georgia permits a significant loophole to this important policy by allowing a general science license, without requiring subject-matter testing for each subject area within this discipline (see Goal 1-G).

Further, to add an additional field to a secondary license, teachers must also pass a content test. However, as stated above, Georgia cannot guarantee content knowledge in each specific subject for those secondary teachers who add general science endorsements.

Supporting Research

Georgia Rule 505-2-.20, -.25

RECOMMENDATION

■ **Require subject-matter testing for all secondary teacher candidates.**

Georgia wisely requires subject-matter tests for most secondary teachers but should address any loopholes that undermine this policy (see Goal 1-G). This applies to the addition of endorsements as well.

GEORGIA RESPONSE TO ANALYSIS

Regarding the statement that it cannot guarantee content knowledge in each specific subject for those secondary teachers who add general science endorsements, Georgia asserted that its current science endorsement program applies only to grades K-5, not secondary, and is designed to strengthen and enhance competency levels in science for those educators who have already demonstrated subject-matter expertise.

Regarding the statement that it permits a significant loophole by allowing a general science license, without requiring subject-matter testing for each subject area within this discipline, Georgia contended that the GACE Science test is appropriate for completers of the state-approved educator preparation program in science. Aligned with state-mandated curriculum standards and with state-adopted program standards, this test was developed by secondary science teachers and those who prepare secondary science teachers: "Psychometrically, the broad-field science assessment is valid and reliable and is designed to measure the level of content knowledge required of a beginning teacher who has completed a state-approved program in broad-field science."

Georgia also pointed out that it offers separate assessments that align with state-approved preparation programs in the fields of biology, chemistry and physics.

Supporting Research

<http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.69.pdf>

GEORGIA RESPONSE TO ANALYSIS

The general science endorsement referred to in this analysis is the state's secondary certification in "Broad Field Science," which is discussed in Goal 1-G.

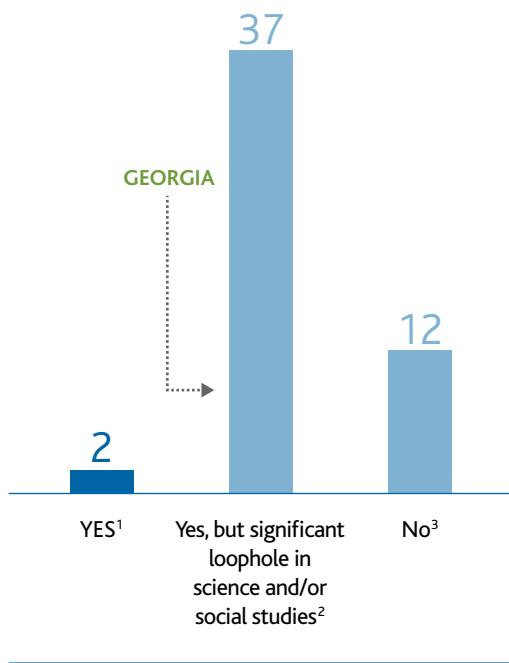


EXAMPLES OF BEST PRACTICE

Not only do **Indiana** and **Tennessee** require that secondary teacher candidates pass a content test to teach any core secondary subjects, but these states also do not permit any significant loopholes to this important policy by allowing secondary general science or social studies licenses (see Goals 1-G and 1-H).

Figure 23

Do all secondary teachers have to pass a content test in every subject area for licensure?



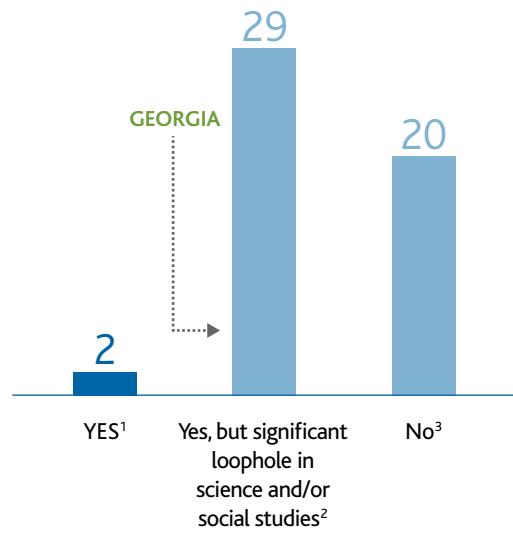
1. **Strong Practice:** Indiana, Tennessee

2. Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nevada, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin. (For more on loopholes, see Goals 1-G and 1-H.)

3. Alaska, Arizona, California, Colorado, Iowa, Montana, Nebraska, New Hampshire, North Carolina, Oregon, Rhode Island, Wyoming

Figure 24

Do all secondary teachers have to pass a content test in every subject area to add an endorsement?



1. **Strong Practice:** Indiana, Tennessee

2. Alabama, Arkansas, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Kansas, Kentucky, Maine, Massachusetts, Michigan, Minnesota, New Jersey, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin. (For more on loopholes, see Goals 1-G and 1-H.)

3. Alaska, Arizona, California, Colorado, District of Columbia, Hawaii, Iowa, Louisiana, Maryland, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Carolina, Oregon, Rhode Island, Wyoming

Area 1: Delivering Well-Prepared Teachers

Goal G – Secondary Teacher Preparation in Science

The state should ensure that science teachers know all the subject matter they are licensed to teach.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require secondary science teachers to pass a subject-matter test of each science discipline they intend to teach.
2. The state should require middle school science teachers to pass a subject-matter test designed to ensure that prospective teachers cannot pass without sufficient knowledge of science.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 25

How States are Faring in Preparation to Teach Science

 1	Best Practice State New Jersey
 7	States Meet Goal Florida, Indiana, Kansas, Kentucky, Minnesota, New Hampshire, Virginia
 11	States Nearly Meet Goal Arkansas, GEORGIA , Maine, Maryland, Massachusetts, New York, Ohio, Oklahoma, South Dakota, Utah, West Virginia
 16	States Partly Meet Goal Alabama, Connecticut, Delaware, District of Columbia, Hawaii, Louisiana, Mississippi, Missouri, Nevada, New Mexico, North Dakota, Pennsylvania, South Carolina, Tennessee, Vermont, Washington
 4	States Meet a Small Part of Goal Arizona, Idaho, Illinois, Wisconsin
 12	States Do Not Meet Goal Alaska, California, Colorado, Iowa, Michigan, Montana, Nebraska, North Carolina, Oregon, Rhode Island, Texas, Wyoming

Progress on this Goal Since 2009:

New Goal



ANALYSIS

Georgia offers a secondary certification in "Broad Field Science." Candidates are required to complete a major in one of the science specialty areas (biology, chemistry, earth and space science, physics) and at least two additional areas of concentration, defined as at least 15 semester hours of content that address the appropriate specialty area standards. They must also pass the GACE "Science" assessment, which consists of two subtests: The first includes earth science and life science, and the second includes physical science and characteristics of science.

Middle school science teachers in Georgia are required to complete at least two areas of concentration in the following areas: reading, language arts, mathematics, science or social science. commendably, candidates must also pass the specific GACE "Middle Grades Science" assessment.

Supporting Research

Georgia Rules 505-3-28; .26

Georgia Assessments for the Certification of Educators

www.gace.nesinc.com

RECOMMENDATION

- **Require secondary science teachers to pass tests of content knowledge for each science discipline they intend to teach.**

States that allow general science certifications—and only require a general knowledge social studies exam—are not ensuring that these secondary teachers possess adequate subject-specific content knowledge. However, although Georgia's testing requirements fall short of ensuring mastery of each science discipline, the fact that candidates have to pass each subtest to pass the overall test means the state is on the right track.

GEORGIA RESPONSE TO ANALYSIS

Georgia recognized the factual accuracy of this analysis.

Figure 26

Do states ensure that secondary science teachers have adequate subject-matter knowledge?

	STATE OFFERS GENERAL SCIENCE OR COMBINATION SCIENCE LICENSES WITH ADEQUATE TESTING	State offers general science or combination science licenses without adequate testing	STATE OFFERS ONLY SINGLE SUBJECT SCIENCE LICENSES WITH ADEQUATE TESTING	State offers only single-subject science licenses without adequate testing
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GEORGIA	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

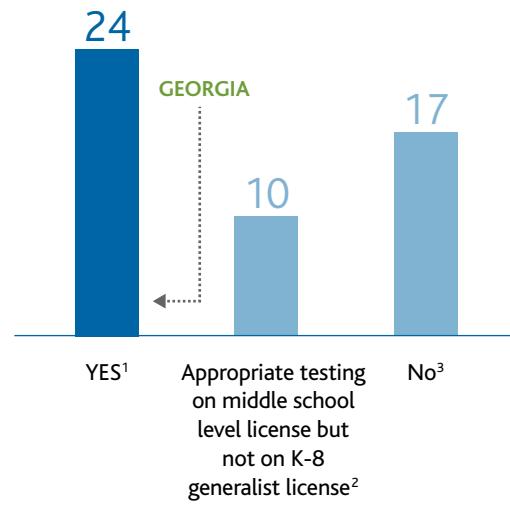
1 39 10 1

★ EXAMPLES OF BEST PRACTICE

New Jersey does not offer certification in general science for secondary teachers. Although the state allows a combination physical science certificate, it ensure adequate content knowledge in both chemistry and physics by requiring teacher candidates to pass individual content tests in chemistry, physics and general science. Further, middle school science teachers must pass a science-specific content test.

Figure 27

Do states ensure that middle school teachers have adequate preparation to teach science?



1. **Strong Practice:** Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Indiana, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, Missouri, New Jersey, Ohio, Pennsylvania, South Carolina, South Dakota, Vermont, Virginia, West Virginia

2. Maine, Minnesota, Nevada, New Hampshire, New Mexico, North Dakota, Oklahoma, Utah, Washington, Wisconsin

3. Alaska, Arizona, California, Colorado, Idaho, Illinois, Iowa, Michigan, Montana, Nebraska, New York, North Carolina, Oregon, Rhode Island, Tennessee, Texas, Wyoming

Area 1: Delivering Well-Prepared Teachers

Goal H – Secondary Teacher Preparation in Social Studies

The state should ensure that social studies teachers know all the subject matter they are licensed to teach.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require secondary social studies teachers to pass a subject-matter test of each social studies discipline they intend to teach.
2. The state should require middle school social studies teachers to pass a subject-matter test designed to ensure that prospective teachers cannot pass without sufficient knowledge of social studies.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 28

How States are Faring in Preparation to Teach Social Studies

 1	Best Practice State Indiana
 2	States Meet Goal GEORGIA , South Dakota
 2	States Nearly Meet Goal Minnesota, Oklahoma
 32	States Partly Meet Goal Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Hawaii, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Nevada, New Hampshire, New Jersey, New Mexico, North Dakota, Ohio, Pennsylvania, South Carolina, Tennessee, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming
 1	State Meets a Small Part of Goal Illinois
 13	States Do Not Meet Goal Alaska, Arizona, California, Colorado, Idaho, Iowa, Montana, Nebraska, New York, North Carolina, Oregon, Rhode Island, Texas

Progress on this Goal Since 2009:

New Goal



State Meets Goal



Progress Since 2009

ANALYSIS

Georgia does not offer secondary certification in general social studies. Teachers must be certified in a specific discipline within the subject area of social studies.

Middle school social studies teachers must complete at least two areas of concentration in the following: reading, language arts, mathematics, science or social science. The state defines an area of concentration as a minimum of 15 semester hours. Commendably, candidates must also pass a specific GACE "Middle Grades Social Science" assessment.

Supporting Research

Georgia Rule 505-3-.26

Georgia Assessments for the Certification of Educators

www.gace.nesinc.com

GEORGIA RESPONSE TO ANALYSIS

Georgia recognized the factual accuracy of this analysis.

Figure 29

Do states ensure that secondary social studies teachers have adequate subject-matter knowledge?

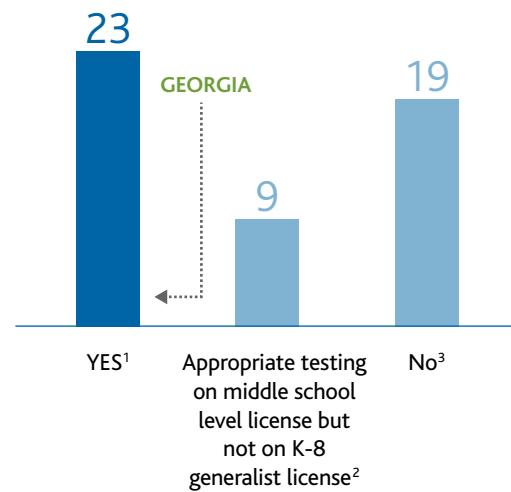
	OFFERS GENERAL SOCIAL STUDIES LICENSE WITH ADEQUATE TESTING	OFFERS ONLY SINGLE SUBJECT LICENSES	Offers general social studies license without adequate testing
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GEORGIA	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ¹
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1	3	47

★ EXAMPLES OF BEST PRACTICE

Not only does **Indiana** ensure that its secondary social studies teachers possess adequate content knowledge of all subjects they intend to teach—through both coursework and content testing—but the state’s policy also does not make it overly burdensome for social studies teachers to teach multiple subjects. Other notable states include **Georgia** and **South Dakota**, which also do not offer secondary general social studies certifications.

Figure 30

Do states ensure that middle school teachers have adequate preparation to teach social studies?



1. **Strong Practice:** Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Indiana, Kansas, Kentucky, Louisiana, Maryland, Mississippi, Missouri, New Jersey, Ohio, Pennsylvania, South Carolina, South Dakota, Vermont, Virginia, West Virginia

2. Maine, Michigan, Minnesota, Nevada, New Hampshire, New Mexico, North Dakota, Oklahoma, Washington

3. Alaska, Arizona, California, Colorado, Idaho, Illinois, Iowa, Massachusetts, Montana, Nebraska, New York, North Carolina, Oregon, Rhode Island, Tennessee, Texas, Utah, Wisconsin, Wyoming

Figure 29

1. Massachusetts does not offer a general social studies license, but offers combination licenses.

Area 1: Delivering Well-Prepared Teachers

Goal I – Special Education Teacher Preparation

The state should ensure that special education teachers know the subject matter they will be required to teach.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should not permit special education teachers to teach on a K-12 license that does not differentiate between the preparation of elementary teachers and that of secondary teachers.
2. All elementary special education candidates should have a broad liberal arts program of study that includes study in mathematics, science, English, social studies and fine arts and should be required to pass a subject-matter test for licensure that is no less rigorous than what is required of general education candidates.
3. The state should require that teacher preparation programs graduate secondary special education teacher candidates who are highly qualified in at least two subjects. The state should also customize a "HOUSSE" route for new secondary special education teachers to help them achieve highly qualified status in all the subjects they teach.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 31

How States are Faring in Special Education Teacher Preparation

0	Best Practice States
0	States Meet Goal
1	State Nearly Meets Goal Massachusetts
15	States Partly Meet Goal Alabama, Arkansas, Iowa, Louisiana, Maine, Maryland, New Jersey↑, New York, Oregon, Pennsylvania↑, Rhode Island, Texas↑, Vermont, West Virginia, Wisconsin
1	State Meets a Small Part of Goal Kansas
34	States Do Not Meet Goal Alaska, Arizona, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, GEORGIA , Hawaii, Idaho, Illinois, Indiana, Kentucky, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, South Carolina, South Dakota, Tennessee, Utah, Virginia, Washington, Wyoming

Progress on this Goal Since 2009:

↑ : 3 ↔ : 48 ↓ : 0



State Does Not Meet Goal



Bar Raised for this Goal



Progress Since 2009

ANALYSIS

Regrettably, Georgia offers a K-12 special education certification, in addition to grade-specific options.

Further, Georgia does not ensure that its elementary special education teacher candidates are provided with a broad liberal arts program of study relevant to the elementary classroom. It also does not require that they pass the same subject-matter test as general education candidates.

Georgia also fails to require that secondary special education teacher candidates are highly qualified in at least two subject areas, and it does not customize a HOUSSE route for new secondary special education teachers to help them achieve highly qualified status in all subjects they teach.

Supporting Research

Georgia Rules 505-3-.30

RECOMMENDATION

■ **End licensure practices that fail to distinguish between the skills and knowledge needed to teach elementary grades and secondary grades.**

It is virtually impossible and certainly impractical for Georgia to ensure that a K-12 special education teacher knows all the subject matter he or she is expected to be able to teach, especially considering state and federal expectations that special education students should meet the same high standards as other students. While the broad K-12 umbrella may be appropriate for teachers of low-incidence special education students, such as those with severe cognitive disabilities, it is deeply problematic for the overwhelming majority of high-incidence special education students, who are expected to learn grade-level content.

■ **Provide a broad liberal arts program of study to elementary special education candidates.**

Georgia should ensure that special education teacher candidates who will teach elementary grades possess knowledge of the subject matter at hand. Not only should the state require core-subject coursework relevant to the elementary classroom, but it should also require that these candidates pass the same subject-matter test required of all elementary teachers. Failure to ensure that teachers possess requisite content knowledge deprives special education students of the opportunity to reach their academic potential.

■ **Ensure that secondary special education teacher candidates graduate with highly qualified status in at least two subjects, and customize a HOUSSE route so that they can achieve highly qualified status in all subjects they plan to teach.**

To make secondary special education teacher candidates more flexible and better able to serve schools and students, Georgia should use a combination of coursework and testing to ensure that they graduate with highly qualified status in two core academic areas. A customized HOUSSE route can also help new secondary special education teacher candidates to become highly qualified in multiple subjects by offering efficient means by which they could gain broad overviews of specific areas of content knowledge, such as content-driven university courses. Such a route is specifically permitted in the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA).

GEORGIA RESPONSE TO ANALYSIS

Georgia asserted that program completers in special education receive an initial teaching certificate that places them in-field for consultative roles in special education, not to serve as teachers of record in core academic subjects. This model prepares them to serve in an inclusion model in settings with other teachers who are delivering instruction in grade-level content. The state added that even with this consultative role, it requires special education candidates to complete at least one content concentration in social science, science, math, language arts or reading.

Further, Georgia pointed out that to demonstrate subject-matter expertise for those who serve as teachers of record in one or more subjects in grades P-8, special education teachers can pass a Special Academic Content Concentrations GACE, which has been aligned and validated to the appropriate grade levels and has been determined by Title II federal monitoring not to hold special education teachers to a lesser standard than other teachers.

In addition, completers of early childhood special education programs must pass the Early Childhood Special Education General Curriculum GACE, which is aligned with state-mandated curriculum standards and state-adopted program standards. Psychometrically, the Early Childhood Special Education General Curriculum GACE assessment is valid and reliable and is designed to measure the level of content knowledge required of a beginning teacher who has completed a state-approved program in this field.

Finally, Georgia noted that its HOUSS route, although no longer prevalent or encouraged, is an option for veteran special education teachers to be assessed to be highly qualified to add core academic content concentration area(s) to a special education consultative certificate. A complete HOUSS rubric must be completed for each core academic subject area, and the teacher experience component of the rubric prohibits its use for new teachers.

Supporting Research

<http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.30.pdf>

LAST WORD

While special educators should be valued for their critical role working with students with disabilities and special needs, they are identified by the state not as "special education assistants" but as "special education teachers," presumably because the state expects them to provide instruction to children. Providing instruction to children who have special needs requires both knowledge of effective learning strategies and some knowledge of the subject matter at hand. Failure to ensure that teachers are well trained in content areas deprives special education students of the opportunity to reach their full academic potential.

Figure 32

Do states distinguish between elementary and secondary special education teachers?

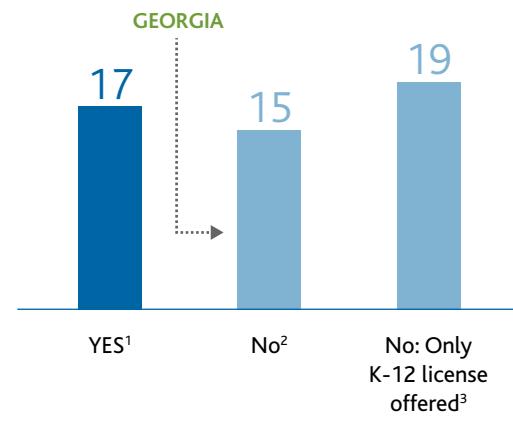
	DOES NOT OFFER A K-12 CERTIFICATION	Offers K-12 and grade-specific certification(s)	Offers only a K-12 certification
Alabama	█	□	□
Alaska	□	█	□
Arizona	□	□	█
Arkansas	█	□	□
California	□	□	█
Colorado	□	□	█
Connecticut	□	□	█
Delaware	□	□	█
District of Columbia	□	□	█
Florida	□	□	█
GEORGIA	□	█	□
Hawaii	□	█	□
Idaho	□	□	█
Illinois	□	□	█
Indiana	□	█	□
Iowa	█	□	□
Kansas	□	█	□
Kentucky	□	□	█
Louisiana	█	□	□
Maine	█	□	□
Maryland	█	□	□
Massachusetts	█	□	□
Michigan	□	█	□
Minnesota	□	█	□
Mississippi	□	█	□
Missouri	□	█	□
Montana	□	□	█
Nebraska	□	█	□
Nevada	□	□	█
New Hampshire	□	█	□
New Jersey	█	□	□
New Mexico	□	□	█
New York	█	□	□
North Carolina	□	□	█
North Dakota	□	█	□
Ohio	□	□	█
Oklahoma	□	□	█
Oregon	█	□	□
Pennsylvania¹	█	□	□
Rhode Island	█	□	□
South Carolina	□	□	█
South Dakota	□	█	□
Tennessee	□	█	□
Texas	█	□	□
Utah	□	□	█
Vermont	█	□	□
Virginia	□	□	█
Washington	□	█	□
West Virginia	█	□	□
Wisconsin	█	□	□
Wyoming	□	█	□
	16	16	19

★ EXAMPLES OF BEST PRACTICE

Unfortunately, NCTQ cannot highlight any state's policy in this area. Preparation of special education teachers remains a topic in critical need of states' attention. However, it is worth noting that three states—**Louisiana**, **Pennsylvania** and **Texas**—will no longer issue K-12 special education certifications. Only grade-level specific options will be available to new teachers.

Figure 33

Do states require subject-matter testing for elementary special education licenses?



1. **Strong Practice:** Alabama, Arkansas, Iowa, Kansas, Louisiana, Massachusetts, Michigan, Nebraska, New Jersey, New York, North Dakota, Oregon⁴, Pennsylvania⁵, Rhode Island, Texas, West Virginia, Wisconsin

2. Alaska, Georgia, Hawaii, Indiana, Maine, Maryland, Minnesota, Mississippi, Missouri, New Hampshire, South Dakota, Tennessee, Vermont, Washington, Wyoming

3. Arizona, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Idaho, Illinois, Kentucky, Montana, Nevada, New Mexico, North Carolina, Ohio, Oklahoma, South Carolina, Utah, Virginia

4. Although Oregon requires testing, the state allows an "alternative assessment" option for candidates who fail the tests twice to still be considered for a license.

5. In Pennsylvania, a candidate who opts for dual certification in elementary special education and as a reading specialist does not have to take a content test.

Figure 32

1. Beginning January 1, 2013

Area 1: Delivering Well-Prepared Teachers

Goal J – Assessing Professional Knowledge

The state should use a licensing test to verify that all new teachers meet its professional standards.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should assess new teachers' knowledge of teaching and learning by means of a pedagogy test aligned to the state's professional standards.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 34

How States are Faring in Assessing Professional Knowledge

 0	Best Practice States
 23	States Meet Goal Arizona, Arkansas, California, District of Columbia↑, Florida, Illinois, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Nevada, New Mexico, New York, North Dakota, Ohio, Oklahoma, South Carolina, South Dakota, Tennessee, Texas, West Virginia
 2	States Nearly Meet Goal Maryland, Rhode Island
 3	States Partly Meet Goal Idaho, North Carolina, Utah
 5	States Meet a Small Part of Goal Connecticut, Indiana, Missouri, Pennsylvania, Wyoming
 18	States Do Not Meet Goal Alabama, Alaska, Colorado, Delaware, GEORGIA , Hawaii↓, Iowa, Massachusetts, Michigan, Montana, Nebraska, New Hampshire, New Jersey, Oregon, Vermont, Virginia, Washington, Wisconsin

Progress on this Goal Since 2009:

↑ : 1 ↔ : 49 ↓ : 1



State Does Not Meet Goal



Progress Since 2009

ANALYSIS

Georgia does not currently require new teachers to pass a pedagogy test in order to attain certification.

Only teachers seeking certification through Georgia's One-Year Supervised Practicum are required to take the GACE Professional Pedagogy test.

Supporting Research

http://www.gace.nesinc.com/GA5_testselection.asp

<http://www.gapsc.com/EducatorPreparation/Assessment/TestBasedOption.asp>

RECOMMENDATION

■ **Require that all new teachers pass a pedagogy test.**

Georgia should verify that all new teachers meet professional standards through a test of professional knowledge.

GEORGIA RESPONSE TO ANALYSIS

Georgia recognized the factual accuracy of this analysis.

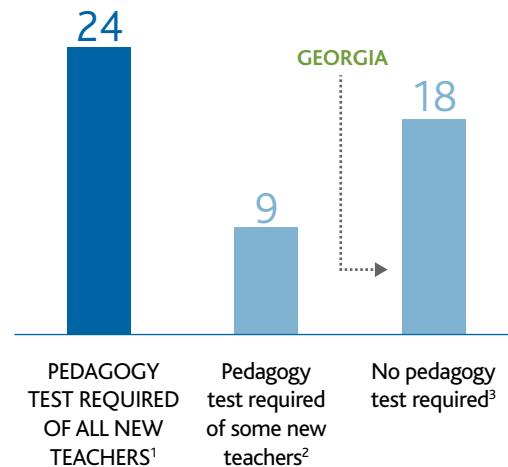


EXAMPLES OF BEST PRACTICE

Twenty-three states meet this goal, and although NCTQ has not singled out one state's policies for "best practice" honors, it additionally commends the nine states (**Arizona, California, Florida, Illinois, Minnesota, New Mexico, New York, Oklahoma, Texas**) that utilize their own assessments to measure pedagogical knowledge and skills.

Figure 35

Do states measure new teachers' knowledge of teaching and learning?



1. **Strong Practice:** Arizona, Arkansas, California, District of Columbia, Florida, Illinois, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Nevada, New Mexico, New York, North Dakota, Ohio, Oklahoma, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, West Virginia

2. Connecticut, Idaho, Indiana, Maryland, Missouri, North Carolina, Pennsylvania, Utah⁴, Wyoming

3. Alabama, Alaska, Colorado, Delaware, Georgia, Hawaii, Iowa, Massachusetts, Michigan, Montana, Nebraska, New Hampshire, New Jersey, Oregon, Vermont, Virginia, Washington, Wisconsin

4. Not required until teacher advances from a Level One to a Level Two license.

Area 1: Delivering Well-Prepared Teachers

Goal K – Student Teaching

The state should ensure that teacher preparation programs provide teacher candidates with a high-quality clinical experience.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that student teachers only be placed with cooperating teachers for whom there is evidence of their effectiveness as measured by consistent gains in student learning.
2. The state should require that teacher candidates spend at least 10 weeks student teaching.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 36

How States are Faring in Student Teaching

-  0 Best Practice States
-  2 States Meet Goal
Florida, Tennessee
-  1 State Nearly Meets Goal
Kentucky
-  21 States Partly Meet Goal
Alabama, Arkansas, Connecticut, Hawaii, Iowa, Kansas, Minnesota, Mississippi, Nebraska, New Hampshire, New Jersey, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, Texas, Vermont, Washington, Wisconsin
-  5 States Meet a Small Part of Goal
Indiana, Michigan, Oregon, Rhode Island, South Dakota
-  22 States Do Not Meet Goal
Alaska, Arizona, California, Colorado, Delaware, District of Columbia, **GEORGIA**, Idaho, Illinois, Louisiana, Maine, Maryland, Massachusetts, Missouri, Montana, Nevada, New Mexico, New York, Utah, Virginia, West Virginia, Wyoming

Progress on this Goal Since 2009:

New Goal



State Does Not Meet Goal



Progress Since 2009

ANALYSIS

Georgia requires clinical practice, which can include student teaching. However, the state does not articulate a requisite duration nor does it address the qualifications of cooperating teachers.

Supporting Research

Georgia Rules Chapter 505-3-01

RECOMMENDATION

■ **Require teacher candidates to spend at least 10 weeks student teaching.**

Georgia should require a summative clinical experience for all prospective teachers. Student teaching should be a full-time commitment, as requiring coursework and student teaching simultaneously does a disservice to both. Alignment with a school calendar for at least 10 weeks ensures both adequate classroom experience and exposure to a variety of ancillary professional activities.

■ **Ensure that cooperating teachers have demonstrated evidence of effectiveness as measured by student learning.**

In addition to the ability to mentor an adult, cooperating teachers should also be carefully screened for their capacity to further student achievement. Research indicates that the only aspect of a student teaching arrangement that has been shown to have an impact on student achievement is the positive effect of selection of the cooperating teacher by the preparation program, rather than the student teacher or school district staff.

■ **Explicitly require that student teaching be completed locally, thus prohibiting candidates from completing this requirement abroad.**

Unless preparation programs can establish true satellite campuses to closely supervise student teaching arrangements, placement in foreign or otherwise novel locales should be supplementary to a standard student teaching arrangement. Outsourcing the arrangements for student teaching makes it impossible to ensure the selection of the best cooperating teacher and adequate supervision of the student teacher and may prevent training of the teacher on relevant state instructional frameworks.

GEORGIA RESPONSE TO ANALYSIS

Georgia noted that it has adopted NCATE standards and applies them in the approval process for all preparation programs. Specifically, Standard 3 describes expectations for field experiences and clinical practice, and all approved programs meet these expectations. The term "clinical practice" is defined as student teaching; field experiences include those activities occurring before student teaching. Georgia therefore asserted that it requires clinical practice for all programs leading to certification.

The state also pointed out that Standard 3 describes minimal qualifications for cooperating teachers ("school faculty"): accomplished professionals who are prepared for their roles as mentors and supervisors.

Supporting Research

<http://www.gapsc.com/EducatorPreparation/Standards2000/IndexGA2000.asp>

<http://www.gapsc.com/EducatorPreparation/boe/boematerials.asp>

LAST WORD

NCATE's standards do not distinguish between school personnel and professional education faculty, which is problematic. The state should articulate a clear distinction between cooperating teachers and the supervisors who oversee the candidates from the programs. In addition, "accomplished professionals" is ambiguous at best, and does not ensure that cooperating teachers are in fact effective as measured by student learning.

Figure 37

Do states require the elements of a high-quality student teaching experience?



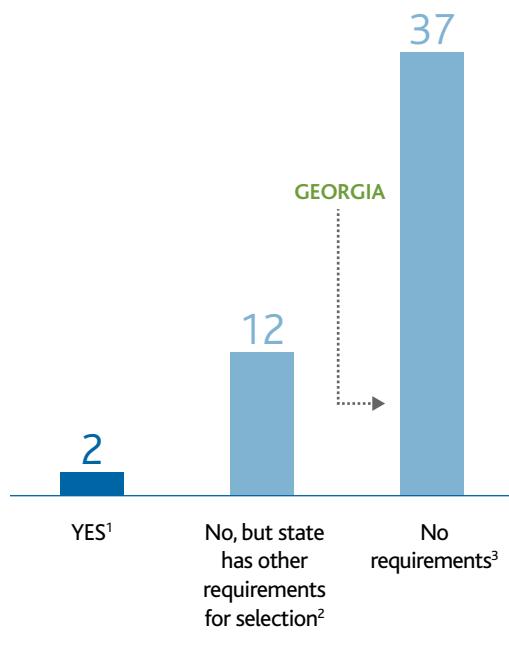
EXAMPLES OF BEST PRACTICE

Although no state has been singled out for "best practice" honors, **Florida** and **Tennessee** require teacher candidates to complete at least 10 weeks of full-time student teaching, and they have taken steps toward ensuring that cooperating teachers have demonstrated evidence of effectiveness as measured by student learning.

1. Candidates can student teach for less than 12 weeks if determined to be proficient.

Figure 38

Is the selection of the cooperating teacher based on some measure of effectiveness?



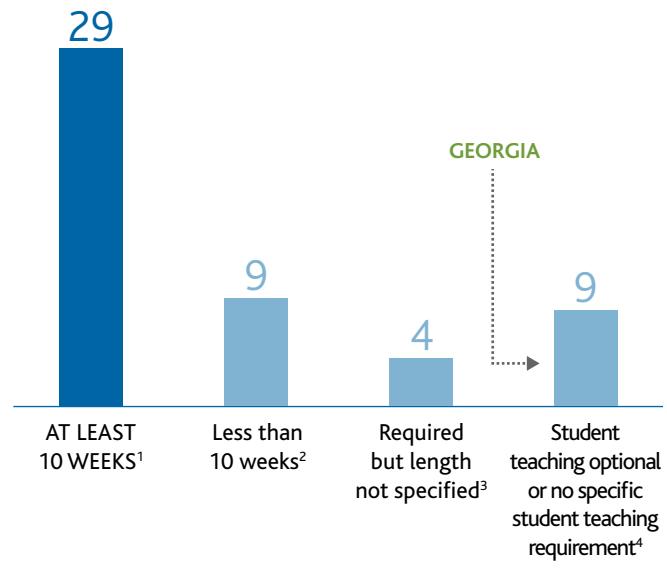
1. **Strong Practice:** Florida, Tennessee

2. Alabama, Connecticut, Indiana, Iowa, Kentucky, Nebraska, New Hampshire, New Jersey, North Dakota, Pennsylvania, Washington, Wisconsin

3. Alaska, Arizona, Arkansas, California, Colorado, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Kansas, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nevada, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, West Virginia, Wyoming

Figure 39

Is the summative student teaching experience of sufficient length?



1. **Strong Practice:** Alabama, Arkansas, Connecticut, Florida, Hawaii, Iowa, Kansas, Kentucky, Michigan, Minnesota, Mississippi, Nebraska, New Hampshire, New Jersey, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Vermont, Washington, West Virginia⁵, Wisconsin

2. Idaho, Indiana, Louisiana, Massachusetts, Missouri, Nevada, New York, Virginia, Wyoming

3. Illinois, Maine, New Mexico, Utah

4. Alaska, Arizona, California, Colorado, Delaware, District of Columbia, Georgia, Maryland, Montana

5. Candidates can student teach for less than 12 weeks if determined to be proficient.

Area 1: Delivering Well-Prepared Teachers

Goal L – Teacher Preparation Program Accountability

The state's approval process for teacher preparation programs should hold programs accountable for the quality of the teachers they produce.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should collect value-added data that connects student achievement gains to teacher preparation programs.
2. The state should collect other meaningful data that reflects program performance, including some or all of the following:
 - a. Average raw scores of teacher candidates on licensing tests, including basic skills, subject matter and professional knowledge tests;
 - b. Number of times, on average, it takes teacher candidates to pass licensing tests;
 - c. Satisfaction ratings by school principals and teacher supervisors of programs' student teachers, using a standardized form to permit program comparison;
 - d. Evaluation results from the first and/or second year of teaching;
 - e. Five-year retention rates of graduates in the teaching profession.
3. The state should establish the minimum standard of performance for each category of data. Programs should be held accountable for meeting these standards, with articulated consequences for failing to do so, including loss of program approval.
4. The state should produce and publish on its website an annual report card that shows all the data the state collects on individual teacher preparation programs.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 40

How States are Faring in Teacher Preparation Program Accountability

1	Best Practice State
1	State Meets Goal
5	States Nearly Meet Goal
6	States Partly Meet Goal
16	States Meet a Small Part of Goal
22	States Do Not Meet Goal

Florida

Louisiana

Alabama, Colorado↑, **GEORGIA**↑, Tennessee, Texas

Kentucky, Michigan, Nevada, North Carolina, Rhode Island, South Carolina

Arizona, Illinois↑, Iowa, Maryland, Massachusetts, Mississippi, Missouri, Montana, New Jersey, Ohio, Oklahoma, Pennsylvania, Vermont, Virginia, Washington, West Virginia↑

Alaska, Arkansas↓, California, Connecticut, Delaware, District of Columbia, Hawaii, Idaho, Indiana, Kansas↓, Maine, Minnesota, Nebraska, New Hampshire, New Mexico, New York, North Dakota, Oregon↓, South Dakota, Utah, Wisconsin, Wyoming

Progress on this Goal Since 2009:

↑ : 4 ↔ : 44 ↓ : 3



State Nearly Meets Goal



Bar Raised for this Goal



Progress Since 2009

ANALYSIS

Georgia's approval process for its traditional and alternate route teacher preparation programs could do more to hold programs accountable for the quality of the teachers they produce.

Most importantly, Georgia requires that preparation programs collect data relating to candidate performance and its effect on student learning, which requires candidates to produce evidence of a positive impact on student growth during student teaching.

The state also gathers other objective, meaningful data to measure the performance of teacher preparation programs, including content knowledge as measured by Georgia's assessment tool; content knowledge as measured by a program-level assessment; planning, which covers pedagogical content knowledge and general pedagogical skills; clinical practice, which must be performance-based and drawn from candidate work during student teaching; and dispositions, which include institutional assessment of the professional attitudes, values and beliefs demonstrated through both verbal and nonverbal behaviors throughout the program, including student teaching.

However, it does not appear that Georgia applies any transparent, measurable criteria for conferring program approval. The state collects programs' annual summary licensure test pass rates (80 percent of program completers must pass their licensure exams). The 80 percent pass-rate standard, while common among many states, sets the bar quite low and is not a meaningful measure of program performance. Further, in the past three years, no programs in the state have been identified as low performing—an additional indicator that programs lack accountability.

The Governor's Office of Student Achievement (OSA) publishes an annual report card that provides individual teacher preparation program data on state certification assessments.

According to the state's winning Race to the Top application, it plans to evaluate graduates' impact on student achievement by developing a Teacher Preparation Program Effectiveness Measure (TPPEM) for alternate routes and traditional teacher preparation. TPPEM will track the rate at which induction teachers move to the career teacher level. Georgia's application also calls for an examination of candidates' ability to produce student learning before they are allowed to graduate.

Supporting Research

Georgia Rule 505-3-.01

Standards for Program Approval

<http://www.gapsc.com/EducatorPreparation/Standards2000/IndexGA2000.asp>

Report Cards

<http://www.gaosa.org/report.aspx>

Race to the Top Application

<http://www2.ed.gov/programs/racetothetop/phase2-applications/georgia.pdf>

RECOMMENDATION

■ Establish the minimum standard of performance for each category of data.

Programs should be held accountable for meeting these established standards of performance, with articulated consequences for failing to do so, including loss of program approval after appropriate due process.

GEORGIA RESPONSE TO ANALYSIS

Georgia recognized the factual accuracy of this analysis. The state noted that additional information can be found in the state's Framework for Teaching.

Supporting Research

http://www.usg.edu/educator_prep/preparation/georgia_framework_for_teaching/

Figure 41

Do states hold teacher preparation programs accountable?

	TRADITIONAL PREPARATION			ALTERNATIVE PREPARATION		
	OBJECTIVE/PROGRAM-SPECIFIC DATA COLLECTED	MINIMUM STANDARDS FOR PERFORMANCE SET	DATA PUBLICLY AVAILABLE ON WEBSITE	OBJECTIVE/PROGRAM-SPECIFIC DATA COLLECTED	MINIMUM STANDARDS FOR PERFORMANCE SET	DATA PUBLICLY AVAILABLE ON WEBSITE
Alabama	■	■	■	■	□	■ ¹
Alaska	□	□	□	□	□	□
Arizona	■	□	□	■	□	□
Arkansas	□	□	□	□	□	□
California	□	□	□	□	□	□
Colorado	■	□	■	■	□	■
Connecticut	□	□	□	□	□	□
Delaware	□	□	□	■	□	■ ²
District of Columbia	□	□	□	□	□	□
Florida	■	■	■	■	■	■ ¹
GEORGIA	■	□	■	■	□	■
Hawaii	□	□	□	□	□	□
Idaho	□	□	□	□	□	□
Illinois	■	□	□	■	□	□
Indiana	□	□	□	□	□	□
Iowa	■	□	□	■	□	□
Kansas	□	□	□	□	□	□
Kentucky	■	□	■	■	□	■ ¹
Louisiana	■	■	■	■	■	■
Maine	□	□	□	□	□	□
Maryland	□	□	□	■	□	□
Massachusetts	■	□	□	■	□	□
Michigan	■	■	■	■	□	■
Minnesota	□	□	□	□	□	□
Mississippi	■	□	□	□	□	□
Missouri	■	□	□	□	□	□
Montana	■	□	□	□	□	□
Nebraska	□	□	□	□	□	□
Nevada	■	■	□	□	□	□
New Hampshire	□	□	□	□	□	□
New Jersey	■	□	□	□	□	□
New Mexico	□	□	□	□	□	□
New York	□	□	□	□	□	□
North Carolina	■	□	■	□	□	□
North Dakota	□	□	□	□	□	□
Ohio	□	□	■	□	□	□
Oklahoma	□	□	■	□	□	□
Oregon	□	□	□	□	□	□
Pennsylvania	■	□	□	□	□	□
Rhode Island	■	□	■	□	□	□
South Carolina	■	□	■	□	□	□
South Dakota	□	□	□	□	□	□
Tennessee	■	□	■	■	□	■ ²
Texas	■	□	■	■	□	■
Utah	□	□	□	□	□	□
Vermont	■	□	□	■	□	□
Virginia	■	□	□	□	□	□
Washington	□	□	□	■	□	□
West Virginia	■	□	□	□	□	□
Wisconsin	□	□	□	□	□	□
Wyoming	□	□	□	□	□	□
	25	5	14	17	2	10

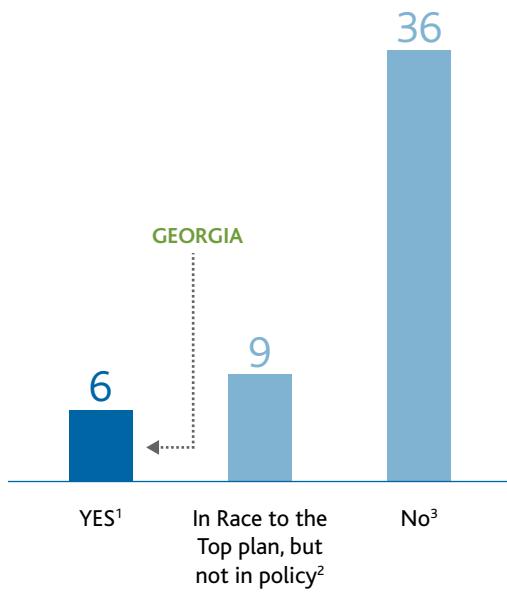
1. Reported institutional data do not distinguish between candidates in the traditional and alternate route programs.
2. The posted data do not allow the public to review and compare program performance because data are not disaggregated by program provider.

★ EXAMPLES OF BEST PRACTICE

Florida connects student achievement gains to teacher preparation programs. The state also relies on other objective, meaningful data to measure the performance of teacher preparation programs, and it applies transparent, measurable criteria for conferring program approval. Florida also posts an annual report on its website.

Figure 42

Do states use student achievement data to hold teacher preparation programs accountable?



1. Strong Practice: Colorado, Florida, Georgia, Louisiana, Tennessee, Texas

2. Delaware, District of Columbia, Hawaii, Maryland, Massachusetts, New York, North Carolina, Ohio, Rhode Island

3. Alabama, Alaska, Arizona, Arkansas, California, Connecticut, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Dakota, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

Figure 43

Which states collect meaningful data?

AVERAGE RAW SCORES ON LICENSING TESTS

Alabama, Louisiana, Michigan, New Jersey, Tennessee, West Virginia

SATISFACTION RATINGS FROM SCHOOLS

Alabama, Arizona, Florida, Iowa, Kentucky, Maryland¹, Michigan, Mississippi, Missouri, Nevada, New Jersey, Tennessee, Virginia, Washington¹, West Virginia

EVALUATION RESULTS FOR PROGRAM GRADUATES

Alabama, Arizona, Delaware¹, Florida, Illinois, Iowa, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Vermont

STUDENT LEARNING GAINS

Colorado, Florida, **GEORGIA**, Louisiana, Tennessee, Texas

TEACHER RETENTION RATES

Arizona, Colorado, Delaware¹, Missouri, New Jersey

1. For alternate route only

Figure 44

What is the relationship between state program approval and national accreditation?

	STATE HAS ITS OWN APPROVAL STANDARDS	National accreditation is required for state approval	National accreditation can be substituted for state approval	While not technically required, the approval process is indistinguishable from accreditation	While not technically required, there is some overlap
Alabama	■	□	□	□	□
Alaska	□	■	□	□	□
Arizona ¹	□	□	□	■	□
Arkansas	□	■	□	□	□
California	■	□	□	□	□
Colorado	■	□	□	□	□
Connecticut	□	□	□	■	□
Delaware	□	■	□	□	□
District of Columbia	□	■	□	□	□
Florida	■	□	□	□	□
GEORGIA	□	□	■	□	□
Hawaii ¹	□	■	□	□	□
Idaho	□	□	□	■	□
Illinois ¹	□	□	□	■	□
Indiana	□	□	□	□	■
Iowa	■	□	□	□	□
Kansas	■	□	□	□	□
Kentucky	□	□	□	□	■
Louisiana	■	□	□	□	□
Maine	□	□	■	□	□
Maryland	□	■	□	□	□
Massachusetts	■	□	□	□	□
Michigan	□	■	□	□	□
Minnesota	■	□	□	□	□
Mississippi	□	□	■	□	□
Missouri	□	□	□	□	■
Montana	□	□	□	□	■
Nebraska	■	□	□	□	□
Nevada	■	□	□	□	□
New Hampshire	■	□	□	□	□
New Jersey	□	■	□	□	□
New Mexico	■	□	□	□	□
New York	■	□	□	□	□
North Carolina	□	■	□	□	□
North Dakota	□	□	□	□	■
Ohio ¹	□	□	□	■	□
Oklahoma	□	■	□	□	□
Oregon	■	□	□	□	□
Pennsylvania	■	□	□	□	□
Rhode Island	■	□	□	□	□
South Carolina	□	□	□	□	■
South Dakota	■	□	□	□	□
Tennessee	■	□	□	□	□
Texas ¹	□	□	□	■	□
Utah	□	□	□	■	□
Vermont	■	□	□	□	□
Virginia	□	□	■	□	□
Washington	■	□	□	□	□
West Virginia	■	□	□	□	□
Wisconsin	■	□	□	□	□
Wyoming	□	□	□	■	□

23 10 4 8 6

1. According to information posted on NCATE's website.

Area 2: Expanding the Pool of Teachers

Goal A – Alternate Route Eligibility

The state should require alternate route programs to exceed the admission requirements of traditional preparation programs while also being flexible to the needs of nontraditional candidates.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. With some accommodation for work experience, alternate route programs should screen candidates for academic ability, such as requiring a minimum 2.75 overall college GPA.
2. All alternate route candidates, including elementary candidates and those having a major in their intended subject area, should be required to pass the state's subject-matter licensing test.
3. Alternate route candidates lacking a major in the intended subject area should be able to demonstrate subject-matter knowledge by passing a test of sufficient rigor.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 45

How States are Faring in Alternate Route Eligibility

 2	Best Practice States District of Columbia↑, Michigan↑
 1	State Meets Goal Minnesota↑
 13	States Nearly Meet Goal Alabama↑, Arkansas, Connecticut, Illinois, Louisiana, Maryland↑, Massachusetts, New York, Ohio↑, Oklahoma, Pennsylvania, Rhode Island, Tennessee
 15	States Partly Meet Goal Arizona↓, Delaware↑, Florida, Indiana↑, Iowa↑, Kansas↑, Kentucky, Mississippi, New Jersey↓, North Carolina, South Dakota↑, Texas, Virginia, Washington, West Virginia
 13	States Meet a Small Part of Goal Alaska, California↓, Colorado↓, GEORGIA ↓, Idaho↓, Maine, Missouri, Nevada↑, New Hampshire, Oregon, South Carolina, Vermont, Wyoming
 7	States Do Not Meet Goal Hawaii↓, Montana, Nebraska, New Mexico, North Dakota, Utah, Wisconsin

Progress on this Goal Since 2009:

↑ : 12 ↔ : 32 ↓ : 7



State Meets a Small Part of Goal



Progress Since 2009

ANALYSIS

While Georgia's alternate route does not exceed the admission requirements of traditional preparation programs, the state is flexible regarding the needs of nontraditional candidates.

Previously the Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP) required candidates to have a minimum 2.5 GPA; however, the state no longer requires candidates to demonstrate prior academic performance, such as a minimum GPA, as an entrance standard for the alternate route program.

Candidates must show evidence of content knowledge through a major or content coursework. The state will accept a passing score on a subject-matter exam in lieu of this requirement.

Applicants to GaTAPP must pass a basic skills assessment. The state will accept a master's degree or equivalent scores on the SAT, ACT, and GRE in lieu of this requirement.

Georgia does not require all of its candidates to pass a subject-matter test. Only candidates applying to teach where a related content major is not available, such as Early Childhood or Special Education, are required to pass a content assessment.

Supporting Research

Georgia Rule 505/2-0.5

http://www.gapsc.com/EducatorPreparation/GaTapp/description/description_home.asp

RECOMMENDATION

Screen all candidates for academic ability.

Georgia should require that candidates to its alternate routes provide some evidence of good academic performance. The standard should be higher than what is required of traditional teacher candidates, such as a GPA of 2.75 or higher. Alternatively, the state could require one of the standardized tests of academic proficiency commonly used in higher education for graduate admissions, such as the GRE.

Require all applicants to pass a subject-matter test for admission.

While Georgia is commended for allowing candidates lacking sufficient subject-area coursework to demonstrate their knowledge on a test, the state should require all candidates, including those with a major in the subject, to pass a content-knowledge test. The concept behind alternate routes is that the nontraditional candidate is able to concentrate on acquiring professional knowledge and skills because he or she has strong subject-area knowledge. Teachers without sufficient subject-matter knowledge place students at risk.

GEORGIA RESPONSE TO ANALYSIS

Georgia reiterated that all of its candidates are not required to pass a subject-matter test. Only candidates applying to teach where a related content major is not available, such as Early Childhood or Special Education, are required to pass a content assessment.

LAST WORD

While a major is generally indicative of a background in a particular subject area, only a subject-matter test ensures that candidates know the specific content they will need to teach.

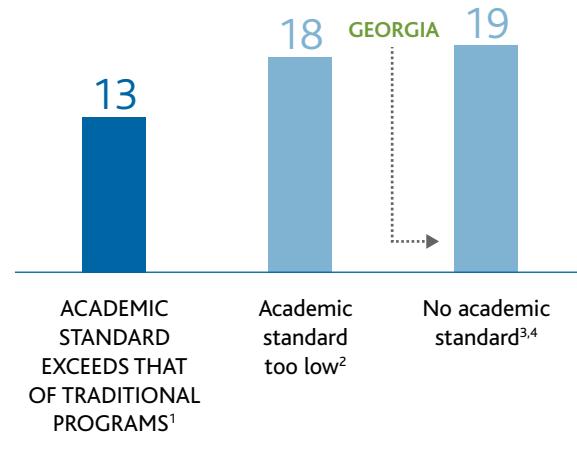
Figure 46

Are states' alternate routes selective yet flexible in admissions?



Figure 47

Do states require alternate routes to be selective?



1. **Strong Practice:** Connecticut, District of Columbia, Illinois, Indiana, Iowa, Maryland, Michigan, Minnesota, New Jersey, New York, Pennsylvania, Rhode Island, Tennessee

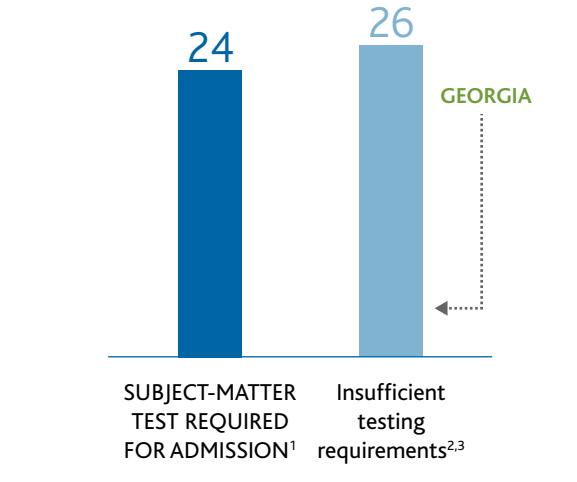
2. Alabama, Alaska, Arkansas, Florida, Kansas, Kentucky, Louisiana, Mississippi, Missouri, Nebraska, North Carolina, Ohio, Oklahoma, South Carolina, South Dakota, Texas, West Virginia, Wyoming

3. Arizona, California, Colorado, Delaware, Georgia, Hawaii, Idaho, Maine, Massachusetts, Montana, Nevada, New Hampshire, New Mexico, Oregon, Utah, Vermont, Virginia, Washington, Wisconsin

4. North Dakota does not have an alternate route to certification.

Figure 48

Do states ensure that alternate route teachers have subject-matter knowledge?



1. **Strong Practice:** Alabama, Arizona, Arkansas, Connecticut⁴, District of Columbia, Florida, Illinois⁴, Kansas, Kentucky, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, New Jersey, New York, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Virginia, Washington, West Virginia

2. State does not require test at all, exempts some candidates or does not require passage until program completion. Alaska, California, Colorado, Delaware, Georgia, Hawaii, Idaho, Indiana, Iowa, Maine, Maryland, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Carolina, Oregon, Rhode Island, Tennessee, Texas, Utah, Vermont, Wisconsin, Wyoming

3. North Dakota does not have an alternate route to certification.

4. Required prior to entering the classroom.

Figure 46

1. North Dakota does not have an alternate route to certification.

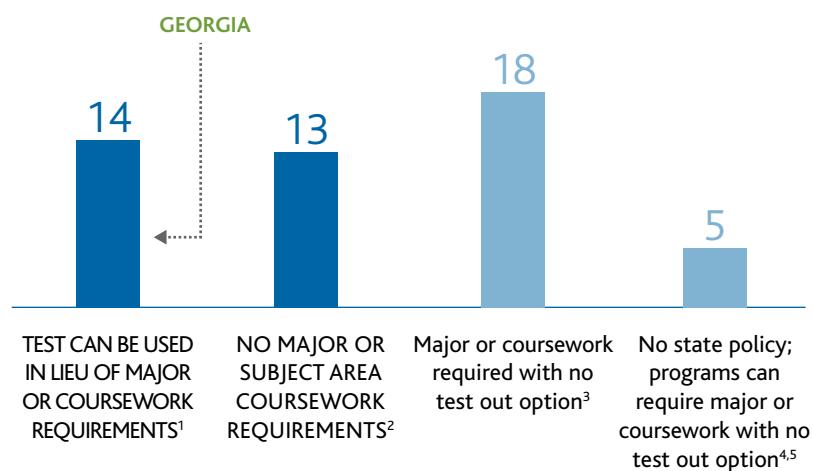


EXAMPLES OF BEST PRACTICE

The **District of Columbia** and **Michigan** require candidates to demonstrate above-average academic performance as conditions of admission to an alternate route program, with both requiring applicants to have a minimum 3.0 GPA. In addition, neither state requires a content-specific major; subject-area knowledge is demonstrated by passing a test, making their alternate routes flexible to the needs of nontraditional candidates.

Figure 49

Do states accommodate the nontraditional background of alternate route candidates?



1. **Strong Practice:** Alabama, California, Colorado, Connecticut⁶, Florida, Georgia, Maine, Maryland, North Carolina, Oklahoma, Oregon, Rhode Island, Tennessee, Texas

2. **Strong Practice:** Arizona, Arkansas, District of Columbia, Illinois, Iowa, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, Ohio, Virginia, Washington

3. Alaska, Delaware, Indiana, Kansas, Kentucky, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New York, Pennsylvania, South Carolina, South Dakota, Utah, Vermont, West Virginia, Wyoming

4. Hawaii, Idaho, Nevada, New Mexico, Wisconsin

5. North Dakota does not have an alternate route to certification.

6. Test out option available to candidates in shortage areas only.

Area 2: Expanding the Pool of Teachers

Goal B – Alternate Route Preparation

The state should ensure that its alternate routes provide streamlined preparation that is relevant to the immediate needs of new teachers.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should ensure that the amount of coursework it either requires or allows is manageable for a novice teacher. Anything exceeding 12 credit hours of coursework in the first year may be counterproductive, placing too great a burden on the teacher. This calculation is premised on no more than six credit hours in the summer, three in the fall and three in the spring.
2. The state should ensure that alternate route programs offer accelerated study not to exceed six (three credit) courses for secondary teachers and eight (three credit) courses for elementary teachers (exclusive of any credit for practice teaching or mentoring) over the duration of the program. Programs should be limited to two years, at which time the new teacher should be eligible for a standard certificate.
3. All coursework requirements should target the immediate needs of the new teacher (e.g., seminars with other grade-level teachers, training in a particular curriculum, reading instruction and classroom management techniques).
4. The state should ensure that candidates have an opportunity to practice teach in a summer training program. Alternatively, the state can require an intensive mentoring experience, beginning with a trained mentor assigned full time to the new teacher for the first critical weeks of school and then gradually reduced. The state should support only induction strategies that can be effective even in a poorly managed school: intensive mentoring, seminars appropriate to grade level or subject area, a reduced teaching load and frequent release time to observe effective teachers.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 50

How States are Faring in Alternate Route Preparation

 1	Best Practice State Connecticut
 4	States Meet Goal Arkansas, Delaware↑, GEORGIA , New Jersey
 7	States Nearly Meet Goal Alabama, Florida, Maryland↑, Mississippi, Rhode Island↑, South Carolina, Virginia
 11	States Partly Meet Goal Alaska, California, Kentucky, Louisiana, Massachusetts, Nevada↑, New Mexico, New York, Ohio↑, South Dakota, West Virginia
 18	States Meet a Small Part of Goal Arizona, Colorado, District of Columbia, Idaho, Illinois, Indiana, Iowa↓, Kansas↑, Michigan↑, Minnesota↑, Missouri, Oklahoma, Pennsylvania, Tennessee, Texas, Utah, Washington, Wyoming
 10	States Do Not Meet Goal Hawaii, Maine, Montana, Nebraska, New Hampshire, North Carolina, North Dakota, Oregon, Vermont, Wisconsin

Progress on this Goal Since 2009:

↑ : 8 ↔ : 42 ↓ : 1



State Meets Goal



Progress Since 2009

ANALYSIS

Georgia offers an alternate route with streamlined preparation that meets the immediate needs of new teachers.

The Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP) is typically offered in two phases. Phase 1 provides new teachers with a brief introduction to teaching offered in an 80-hour summer course called the Essentials of Effective Teaching. In the first year of teaching, new teachers will participate in six seminars (3 each semester). Seminars are based on a teacher's identified needs and interests. In the second year, teachers are required to complete four seminars.

Georgia is commended for both the length of its alternate route program and its coursework requirements, which offer the flexibility and content that new teachers need to succeed in the classroom, without being overly burdensome.

In phase 2, all GaTAPP candidates are assigned a three-person support team, including a school-based mentor and a school-based administrator.

The GaTAPP program is a two-year program providing full certification upon completion. If necessary, some teachers may be required to complete a third year prior to receiving certification.

Supporting Research

<http://www.gapsc.com/EducatorPreparation/GaTapp/Download/Resource%20Manual%20Second%20Printing.pdf>

RECOMMENDATION

■ **Offer opportunities to practice teach.**

While Georgia is commended for offering high-quality mentoring support to new alternate route teachers, the state may want to consider providing its candidates with a practice-teaching opportunity prior to their placement in the classroom.

GEORGIA RESPONSE TO ANALYSIS

Georgia recognized the factual accuracy of this analysis.

Figure 51

Do states' alternate routes provide streamlined preparation that meets the immediate needs of new teachers?

	STREAMLINED COURSEWORK	RELEVANT COURSEWORK	REASONABLE PROGRAM LENGTH	PRACTICE TEACHING OPPORTUNITY	INTENSIVE SUPPORT
Alabama	█	□	█	□	□
Alaska	□	█	█	█	█
Arizona	□	□	█	█	□
Arkansas	█	█	█	□	█
California	□	□	█	□	□
Colorado	█	□	█	□	□
Connecticut	█	█	█	█	█
Delaware	█	█	█	█	█
District of Columbia	□	□	□	█	█
Florida ¹	█	█	█	█	█
GEORGIA	█	█	█	□	█
Hawaii	□	□	□	□	□
Idaho	□	□	□	□	□
Illinois	□	□	□	□	□
Indiana	□	□	□	█	□
Iowa	□	□	█	█	□
Kansas	□	□	█	□	□
Kentucky	□	□	█	□	█
Louisiana	□	□	█	█	□
Maine	□	□	□	□	□
Maryland	█	█	█	█	█
Massachusetts	□	█	□	█	█
Michigan	□	□	□	█	□
Minnesota	□	□	█	□	□
Mississippi	█	█	█	□	□
Missouri	□	□	█	□	□
Montana	□	□	□	□	□
Nebraska	□	□	□	█	□
Nevada	□	□	█	□	□
New Hampshire	□	□	□	□	□
New Jersey	█	█	█	□	█
New Mexico	□	□	□	█	□
New York	□	□	█	□	█
North Carolina	□	□	□	□	□
North Dakota ²	□	□	□	□	□
Ohio	□	□	□	█	□
Oklahoma	□	□	□	□	□
Oregon	□	□	□	□	□
Pennsylvania	□	□	□	□	□
Rhode Island	█	█	□	█	□
South Carolina	█	□	□	□	□
South Dakota	□	□	█	□	□
Tennessee	□	□	█	□	□
Texas	□	□	█	□	□
Utah	□	□	█	□	□
Vermont	□	□	□	█	□
Virginia	█	█	█	█	□
Washington	□	□	█	□	□
West Virginia	□	□	█	□	█
Wisconsin	□	□	□	□	□
Wyoming	□	□	█	□	□

13 12 29 18 13

★ EXAMPLES OF BEST PRACTICE

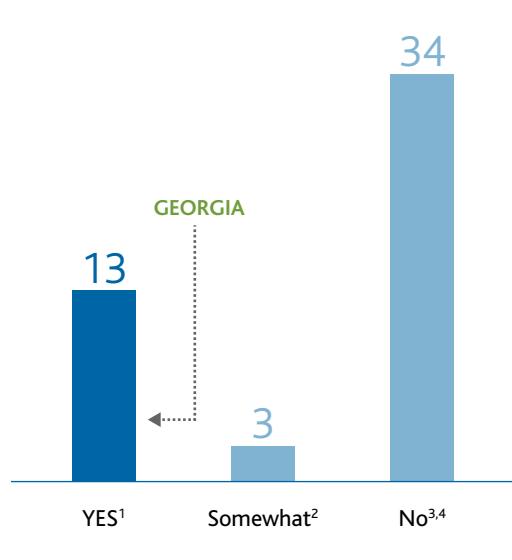
Connecticut ensures that its alternate route provides streamlined preparation that meets the immediate needs of new teachers. The state requires a manageable number of credit hours, relevant coursework, a field placement and intensive mentoring. Other notable states include **Arkansas, Delaware, Georgia** and **New Jersey**. These states provide streamlined, relevant coursework with intensive mentoring.

1. Florida requires practice teaching or intensive mentoring.

2. North Dakota does not have an alternate route to certification.

Figure 52

Do states curb excessive coursework requirements?



1. **Strong Practice:** Alabama, Arkansas, Colorado, Connecticut, Delaware, Florida, Georgia, Maryland, Mississippi, New Jersey, Rhode Island, South Carolina, Virginia

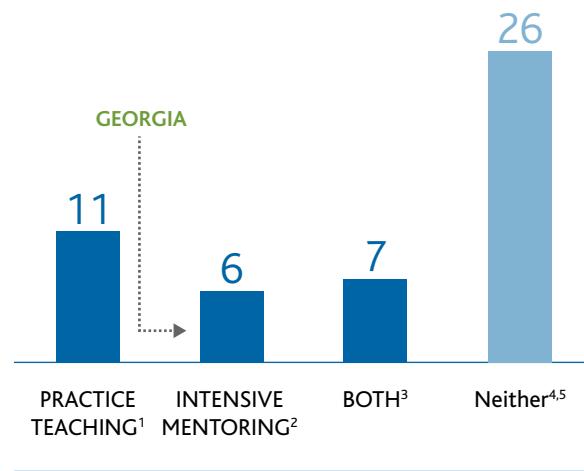
2. Indiana, Nevada, Wyoming

3. Alaska, Arizona, California, District of Columbia, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Texas, Utah, Vermont, Washington, West Virginia, Wisconsin

4. North Dakota does not have an alternate route to certification.

Figure 53

Do states require practice teaching or intensive mentoring?



1. **Strong Practice:** Arizona, Indiana, Iowa, Louisiana, Michigan, Nebraska, New Mexico, Ohio, Rhode Island, Vermont, Virginia

2. **Strong Practice:** Arkansas, Georgia, Kentucky, New Jersey, New York, West Virginia

3. **Strong Practice:** Alaska, Connecticut, Delaware, District of Columbia, Florida⁶, Maryland, Massachusetts

4. Alabama, California, Colorado, Hawaii, Idaho, Illinois, Kansas, Maine, Minnesota, Mississippi, Missouri, Montana, Nevada, New Hampshire, North Carolina, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Washington, Wisconsin, Wyoming

5. North Dakota does not have an alternate route to certification.

6. Candidates are required to have one or the other, not both.

Area 2: Expanding the Pool of Teachers

Goal C – Alternate Route Usage and Providers

The state should provide an alternate route that is free from regulatory obstacles that limit its usage and providers.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should not treat the alternate route as a program of last resort or restrict the availability of alternate routes to certain subjects, grades or geographic areas.
2. The state should allow districts and nonprofit organizations other than institutions of higher education to operate alternate route programs.
3. The state should ensure that its alternate route has no requirements that would be difficult to meet for a provider that is not an institution of higher education (e.g., an approval process based on institutional accreditation).

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 54

How States are Faring in Alternate Route Usage and Providers

 0 Best Practice States

 26 States Meet Goal

Arizona↑, Arkansas, California, Colorado, Connecticut↑, Delaware, District of Columbia, Florida, **GEORGIA**, Illinois↑, Kentucky, Louisiana, Maryland, Massachusetts, Michigan↑, Nevada↑, New Hampshire, New York↑, North Carolina, Ohio↑, Pennsylvania↑, Rhode Island, Tennessee, Texas, Virginia, Washington↑

 4 States Nearly Meet Goal

Minnesota↑, New Jersey, South Dakota, Utah

 7 States Partly Meet Goal

Alabama↑, Indiana, Montana, New Mexico, Oklahoma, West Virginia, Wisconsin

 4 States Meet a Small Part of Goal

Idaho↑, Mississippi, South Carolina, Vermont

 10 States Do Not Meet Goal

Alaska, Hawaii, Iowa, Kansas, Maine, Missouri, Nebraska, North Dakota, Oregon, Wyoming

Progress on this Goal Since 2009:

↑ : 12 ↔ : 39 ↓ : 0



State Meets Goal



Progress Since 2009

ANALYSIS

Georgia does not limit the usage or providers of its alternate route.

Georgia is commended for having no restrictions on the usage of its alternate route with regard to subject, grade or geographic areas.

Program providers are institutions of higher education, regional and local schools districts and education agencies. The state is commended for structuring its programs to allow a diversity of providers. A good diversity of providers helps all programs, both university- and non-university-based, to improve.

Supporting Research

Georgia Rule 505-3-09, 505-3-01, 505-3-05

GEORGIA RESPONSE TO ANALYSIS

Georgia recognized the factual accuracy of this analysis.

Figure 55

Are states' alternate routes free from limitations?



★ EXAMPLES OF BEST PRACTICE

Twenty-six states meet this goal, and although NCTQ has not singled out one state's policies for "best practice" honors, it commends all states that permit both broad usage and a diversity of providers for their alternate routes.

Figure 56

Can alternate route teachers teach any subject or grade anywhere in the state?

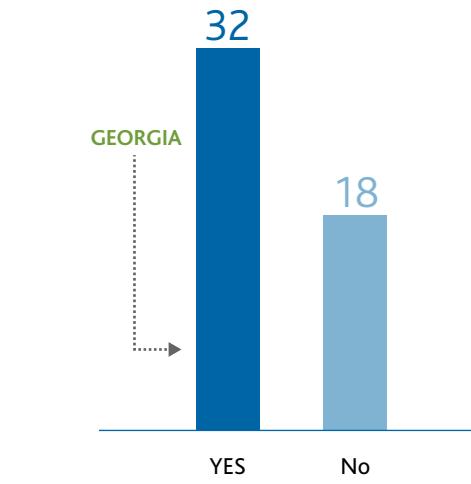
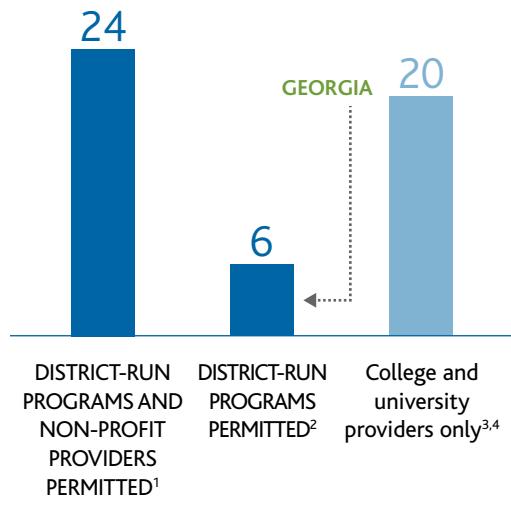


Figure 55 and 56

1. Alabama offers routes without restrictions for candidates with master's degrees. The route for candidates with bachelor's degrees is limited to certain subjects.
2. North Dakota does not have an alternate route to certification.

Figure 57

Do states permit providers other than colleges or universities?



- Strong Practice:** Arizona, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Nevada, New Hampshire, New York, Ohio, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Texas, Virginia, Washington, Wisconsin
- Strong Practice:** California, Colorado, Georgia, North Carolina, Vermont⁵, West Virginia
- Alabama, Alaska, Hawaii, Idaho⁶, Indiana, Iowa, Kansas, Maine, Minnesota, Mississippi⁶, Missouri⁶, Montana, Nebraska, New Jersey⁷, New Mexico, Oregon, South Carolina⁶, South Dakota, Utah⁶, Wyoming
- North Dakota does not have an alternate route to certification.
- Districts can run Peer Review programs only.
- ABCTE is also an approved provider.
- Permits school districts to provide programs without university partnerships in some circumstances.

Figure 58

- North Dakota does not have an alternate route to certification.

Figure 58

Do states provide real alternative pathways to certification?

	GENUINE OR NEARLY GENUINE ALTERNATE ROUTE	Alternate route that needs significant improvements	Offered route is disingenuous
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GEORGIA	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

7

25

18

Figure 59

What are the characteristics of states' alternate routes?

	PREREQUISITE OF STRONG ACADEMIC PERFORMANCE	VERIFICATION OF SUBJECT MATTER KNOWLEDGE	AVAILABILITY OF TEST OUT OPTIONS	STREAMLINED COURSEWORK	RELEVANT COURSEWORK	REASONABLE PROGRAM LENGTH	PRACTICE TEACHING AND/OR INTENSIVE MENTORING	BROAD USAGE	DIVERSITY OF PROVIDERS
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
GEORGIA	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Iowa	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Rhode Island	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13 24 27 13 12 29 24 32 29

Area 2: Expanding the Pool of Teachers

Goal D – Part-Time Teaching Licenses

The state should offer a license with minimal requirements that allows content experts to teach part time.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. Either through a discrete license or by waiving most licensure requirements, the state should authorize individuals with content expertise to teach as part-time instructors.
2. All candidates for a part-time teaching license should be required to pass a subject-matter test.
3. Other requirements for this license should be limited to those addressing public safety (e.g., background screening) and those of immediate use to the novice instructor (e.g., classroom management training).

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 60

How States are Faring in Part Time Teaching Licenses

 1	Best Practice State Arkansas
 2	States Meet Goal Florida, GEORGIA
 5	States Nearly Meet Goal Kentucky, South Carolina, Tennessee, Texas, Utah
 4	States Partly Meet Goal California, Louisiana, Ohio, Oklahoma
 6	States Meet a Small Part of Goal Colorado, Kansas, Mississippi, Montana, New York, Washington
 33	States Do Not Meet Goal Alabama, Alaska, Arizona, Connecticut, Delaware, District of Columbia, Hawaii, Idaho, Illinois, Indiana, Iowa, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Oregon, Pennsylvania, Rhode Island, South Dakota, Vermont, Virginia, West Virginia, Wisconsin, Wyoming

Progress on this Goal Since 2009:

New Goal

Area 2: Goal D **Georgia** Analysis



State Meets Goal



Progress Since 2009

ANALYSIS

Georgia offers the Adjunct License for part-time teaching. To be eligible for the Adjunct License applicants must have a bachelor's degree or higher from an institution of higher education. Candidates are required to have a minimum of two years work experience in the desired field of certification.

Adjunct License applicants are also required to pass a content exam.

The employing district must assign a mentor to the Adjunct Licensed teacher. The adjunct instructor cannot be employed for more than 50 percent of the school day.

Supporting Research

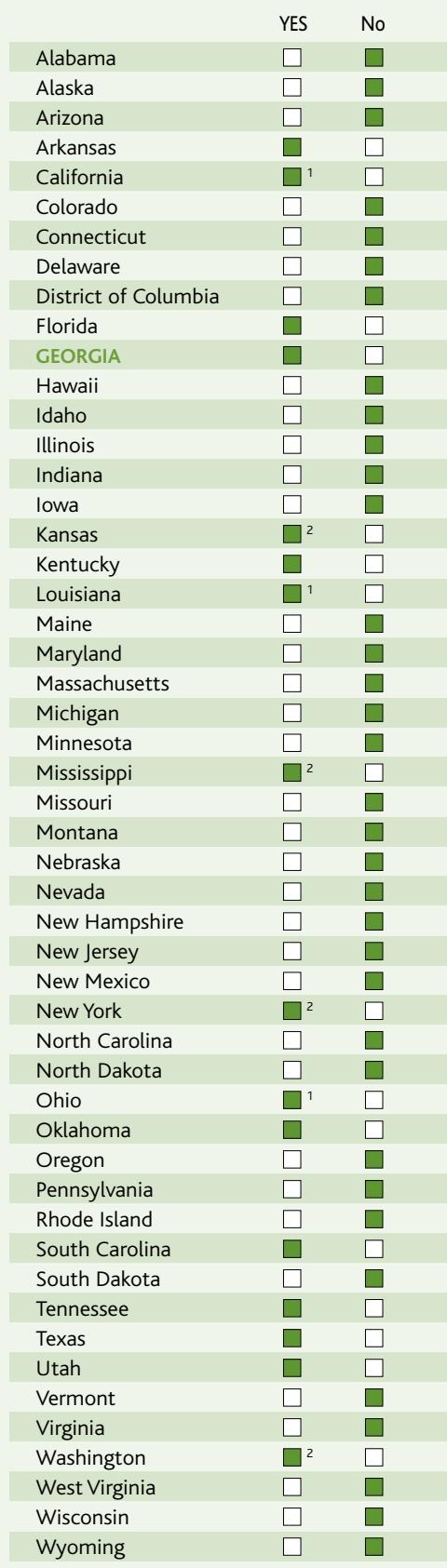
Georgia Professional Standards Commission Rules 505-2-.40

GEORGIA RESPONSE TO ANALYSIS

Georgia recognized the factual accuracy of this analysis.

Figure 61

Do states offer a license with minimal requirements that allows content experts to teach part-time?



16 35

EXAMPLES OF BEST PRACTICE

Arkansas offers a license with minimal requirements that allows content experts to teach part time. Individuals seeking this license must pass a subject-matter test and are also required to complete specially-designed pedagogy training that is not overly burdensome.

1. License has restrictions.

2. It appears that the state has a license that may be used for this purpose; guidelines are vague.

Area 2: Expanding the Pool of Teachers

Goal E – Licensure Reciprocity

The state should help to make licenses fully portable among states, with appropriate safeguards.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should offer a standard license to fully certified teachers moving from other states, without relying on transcript analysis or recency requirements as a means of judging eligibility. The state can and should require evidence of good standing in previous employment.
2. The state should uphold its standards for all teachers by insisting that certified teachers coming from other states meet the incoming state's testing requirements.
3. The state should accord the same license to teachers from other states who completed an approved alternate route program that it accords teachers prepared in a traditional preparation program.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 62

How States are Faring in Licensure Reciprocity

 2	Best Practice States Alabama, Texas
 0	States Meet Goal
 3	States Nearly Meet Goal Idaho, Ohio, Washington
 13	States Partly Meet Goal Alaska, Delaware, Illinois↑, Massachusetts, Minnesota, New York, North Carolina, North Dakota, Pennsylvania, South Dakota, Utah, West Virginia, Wisconsin
 15	States Meet a Small Part of Goal Colorado, Florida, GEORGIA , Hawaii, Indiana, Maryland, Mississippi, Missouri, New Hampshire, Oklahoma, Oregon↑, Rhode Island, Tennessee, Virginia, Wyoming
 18	States Do Not Meet Goal Arizona, Arkansas, California, Connecticut, District of Columbia, Iowa, Kansas, Kentucky, Louisiana, Maine, Michigan, Montana, Nebraska, Nevada, New Jersey, New Mexico, South Carolina, Vermont

Progress on this Goal Since 2009:

↑ : 2 ↔ : 49 ↓ : 0



State Meets a Small Part of Goal



Progress Since 2009

ANALYSIS

Georgia does not support licensure reciprocity for certified teachers from other states.

Regrettably, Georgia grants waivers for all of its licensing tests to any out-of-state teacher who has at least three years of experience in the last five years.

Teachers with current, comparable out-of-state certificates are eligible for Georgia's professional certificate. To qualify, teachers must meet the state's recency requirement of one year of out-of-state teacher experience within the last five years or six semester hours of continuing education units in the past five years. Georgia requires additional coursework in special education and computer skills competency. However, special education courses may be waived with three years of experience in the last five years.

Georgia is also a participant in the NASDTEC Interstate Agreement; however, the latest iteration of this agreement no longer purports to be a reciprocity agreement among states and thus is no longer included in this analysis.

Supporting Research

Georgia Rule 505-2-.15, -.20

RECOMMENDATION

■ **To uphold standards, require that teachers coming from other states meet testing requirements.**

Georgia takes considerable risk by granting a waiver for its licensing tests to any out-of-state teacher with three years of experience. Georgia should not provide any waivers of its teacher tests unless an applicant can provide evidence of a passing score under its own standards. The negative impact on student learning stemming from a teacher's inadequate subject-matter knowledge is not mitigated by the teacher's having recent experience.

■ **Offer a standard license to certified out-of-state teachers, absent unnecessary requirements.**

Georgia should reconsider its recency requirement as a means to judge licensure eligibility. Recent coursework or experience is unlikely to positively affect a teacher's effectiveness, and such a requirement may deter effective teachers from applying for licensure in the state. Georgia should also offer out-of-state teachers a test-out option for all coursework requirements.

GEORGIA RESPONSE TO ANALYSIS

Georgia recognized the factual accuracy of this analysis. The state added that Rule 505-2-.15, Certification by Interstate Reciprocity, became effective June 15, 2011.

LAST WORD

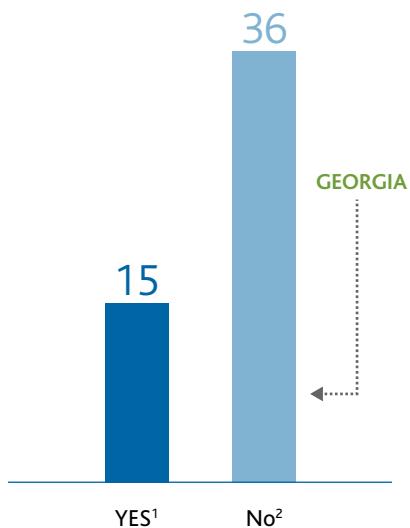
It does not appear that this rule has changed any of the pertinent requirements discussed in this analysis.

★ EXAMPLES OF BEST PRACTICE

Alabama and **Texas** appropriately support licensure reciprocity by only requiring certified teachers from other states to meet each state's own testing requirements and by not specifying any additional coursework or recency requirements to determine eligibility for either traditional or alternate route teachers.

Figure 63

Do states require all out-of-state teachers to pass their licensure tests?



1. **Strong Practice:** Alabama, Alaska, Idaho, Illinois, Massachusetts, Minnesota, New York³, North Dakota, Ohio, Pennsylvania³, South Dakota, Texas, Utah, Washington³, Wisconsin

2. Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Mississippi, Missouri, Montana⁴, Nebraska⁴, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, Oklahoma, Oregon, Rhode Island, South Carolina, Tennessee, Vermont, Virginia, West Virginia, Wyoming

3. Exception for teachers with National Board Certification.

4. No subject-matter testing for any teacher certification.

Figure 64

What do states require of teachers transferring from other states?

	LICENSE RECIPROCITY WITH NO STRINGS ATTACHED	Transcript analysis	Recency requirements
Alabama	■	□	□
Alaska	□	■	■
Arizona	□	■	□
Arkansas	□	■	□
California	□	■	□
Colorado	□	■	□
Connecticut	□	■	■
Delaware	■	□	□
District of Columbia	□	■	□
Florida	□	■	□
GEORGIA	□	□	■
Hawaii	□	■	□
Idaho	□	■	□
Illinois	□	■	□
Indiana	□	■	□
Iowa	□	■	■
Kansas	□	■	■
Kentucky	□	■	□
Louisiana	□	■	■
Maine	□	■	■
Maryland	□	■	□
Massachusetts	□	■	■
Michigan	□	■	□
Minnesota	□	■	□
Mississippi	□	■	□
Missouri	□	■	□
Montana	□	■	□
Nebraska	□	■	■
Nevada	□	■	□
New Hampshire	□	■	□
New Jersey	□	■	□
New Mexico	□	■	□
New York	■ 1	□	□
North Carolina	■	□	□
North Dakota	□	■	□
Ohio	□	■	□
Oklahoma	□	■	□
Oregon	□	■	□
Pennsylvania	□	■	□
Rhode Island	■ 1	□	□
South Carolina	□	■	■
South Dakota	□	■	■
Tennessee	□	■	□
Texas	■	□	□
Utah	□	■	□
Vermont	□	■	□
Virginia	□	■	□
Washington	■ 2	□	□
West Virginia	■	□	□
Wisconsin	□	■	■
Wyoming	■ 1	□	□
	9	41	12

Figure 64

1. For traditionally prepared teachers only.

2. Transcript review required for those with less than 3 years experience.

Figure 65

Do states treat out-of-state teachers the same whether they were prepared in a traditional or an alternate route program?

	STATE TREATS TEACHERS EQUALLY	State specifies different route teachers	State has policies with the potential to create obstacles for alternate route teachers
Alabama	█	□	□
Alaska	□	□	█
Arizona	□	□	█
Arkansas	□	□	█
California	□	█	□
Colorado	□	□	█
Connecticut	□	□	█
Delaware	█	□	□
District of Columbia	□	□	█
Florida	□	□	█
GEORGIA	█	□	□
Hawaii	□	□	█
Idaho	□	□	█
Illinois	□	□	█
Indiana	□	□	█
Iowa	□	□	█
Kansas	□	█	□
Kentucky	□	□	█
Louisiana	□	□	█
Maine	□	□	█
Maryland	□	□	█
Massachusetts	□	□	█
Michigan	□	□	█
Minnesota	□	□	█
Mississippi	□	□	█
Missouri	□	□	█
Montana	□	□	█
Nebraska	□	□	█
Nevada	□	□	█
New Hampshire	□	□	█
New Jersey	□	□	█
New Mexico	□	□	█
New York	□	█	□
North Carolina	█	□	□
North Dakota	□	□	█
Ohio	□	□	█
Oklahoma	□	□	█
Oregon	□	□	█
Pennsylvania	□	□	█
Rhode Island	□	█	□
South Carolina	□	□	█
South Dakota	□	□	█
Tennessee	□	□	█
Texas	█	□	□
Utah	□	□	█
Vermont	□	□	█
Virginia	□	□	█
Washington	□	█	□
West Virginia	█	□	□
Wisconsin	□	□	█
Wyoming	□	█	□

6 6 39

Area 3: Identifying Effective Teachers

Goal A – State Data Systems

The state should have a data system that contributes some of the evidence needed to assess teacher effectiveness.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should establish a longitudinal data system with at least the following key components:
 - a. A unique statewide student identifier number that connects student data across key databases across years;
 - b. A unique teacher identifier system that can match individual teacher records with individual student records; and
 - c. An assessment system that can match individual student test records from year to year in order to measure academic growth.
2. Value-added data provided through the state's longitudinal data system should be considered among the criteria used to determine teachers' effectiveness.
3. To ensure that data provided through the state data system is actionable and reliable, the state should have a clear definition of "teacher of record" and require its consistent use statewide.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 66

How States are Faring in the Development of Data Systems

 0 Best Practice States

 35 States Meet Goal

Alabama, Arkansas, Delaware, Florida, **GEORGIA**, Hawaii, Idaho↑, Illinois↑, Indiana↑, Iowa↑, Kansas↑, Kentucky, Louisiana, Maryland↑, Massachusetts↑, Minnesota↑, Mississippi, Missouri, Nebraska↑, New Hampshire↑, New Mexico, New York↑, North Carolina, North Dakota↑, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Tennessee, Utah, Washington↑, West Virginia, Wisconsin↑, Wyoming

 0 States Nearly Meet Goal

 15 States Partly Meet Goal

Alaska, Arizona↑, Colorado, Connecticut, District of Columbia↑, Maine, Michigan, Montana, Nevada, New Jersey, Oregon, South Dakota↑, Texas, Vermont, Virginia

 0 States Meet a Small Part of Goal

 1 State Does Not Meet Goal

California↓

Progress on this Goal Since 2009:

↑ : 17 ↔ : 33 ↓ : 1



State Meets Goal



Progress Since 2009

ANALYSIS

Georgia has a data system with the capacity to provide evidence of teacher effectiveness.

Georgia has all three necessary elements of a student- and teacher-level longitudinal data system. The state has assigned unique student identifiers that connect student data across key databases across years and has assigned unique teacher identifiers that enable it to match individual teacher records with individual student records. It also has the capacity to match student test records from year to year in order to measure student academic growth.

Supporting Research

Data Quality Campaign

www.dataqualitycampaign.org

RECOMMENDATION

■ Develop a clear definition of "teacher of record."

Georgia has not yet established a definition of teacher of record, which is essential in order to use the student-data link for the purpose of providing value-added evidence of teacher effectiveness. To ensure that data provided through the state data system are actionable and reliable, Georgia should articulate a definition of teacher of record and require its consistent use throughout the state.

GEORGIA RESPONSE TO ANALYSIS

Georgia noted that it has the capacity to match students to teachers in all grades within a newly designed state longitudinal data system, which will comprehensively link districts' student information to the state databases. The state added that its data collection process specifies procedures and specifications for the selection of a teacher of record for a corresponding course, and the system will allow local districts to populate courses with multiple teachers in order to account for co-taught and cooperative classroom environments. The system will be used as part of the Teacher Effectiveness Measure currently being developed in Georgia.

The state also pointed out that it is developing a clear definition of teacher of record, as part of its work for Race to the Top.

Supporting Research

<http://www.gadoe.org/RT3.aspx>

Figure 67

*Do state data systems
have the capacity to
assess teacher
effectiveness?*



★ EXAMPLES OF BEST PRACTICE

Although NCTQ has not singled out one state's policies for "best practice" honors, it commends the 35 states that have a data system with the capacity to provide evidence of teacher effectiveness.

Key

█ indicates that the state assigns teacher identification numbers, but it cannot match individual teacher records with individual student records.

Area 3: Identifying Effective Teachers

Goal B – Evaluation of Effectiveness

The state should require instructional effectiveness to be the preponderant criterion of any teacher evaluation.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should either require a common evaluation instrument in which evidence of student learning is the most significant criterion or specifically require that student learning be the preponderant criterion in local evaluation processes. Evaluation instruments, whether state or locally developed, should be structured to preclude a teacher from receiving a satisfactory rating if found ineffective in the classroom.
2. Evaluation instruments should require classroom observations that focus on and document the effectiveness of instruction.
3. Teacher evaluations should consider objective evidence of student learning, including not only standardized test scores but also classroom-based artifacts such as tests, quizzes and student work.
4. The state should require that evaluation instruments differentiate among various levels of teacher performance. A binary system that merely categorizes teachers as satisfactory or unsatisfactory is inadequate.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 68

How States are Faring in Evaluating Teacher Effectiveness

0	Best Practice States
10	States Meet Goal Colorado ↑, Delaware ↑, Florida ↑, Maryland ↑, Michigan ↑, Nevada ↑, Ohio ↑, Oklahoma ↑, Rhode Island ↑, Tennessee ↑
4	States Nearly Meet Goal Arizona ↑, Idaho ↑, Louisiana ↑, New York ↑
9	States Partly Meet Goal Arkansas ↑, Connecticut ↑, GEORGIA ↑, Illinois ↑, Indiana ↑, Massachusetts ↑, Minnesota ↑, Utah ↑, Washington ↑
18	States Meet a Small Part of Goal Alabama, Alaska, California, Hawaii, Kansas, Kentucky, Mississippi, Missouri, New Jersey, New Mexico, North Carolina ↑, Oregon ↑, Pennsylvania, South Carolina, Texas, West Virginia, Wisconsin, Wyoming ↑
10	States Do Not Meet Goal District of Columbia, Iowa, Maine, Montana, Nebraska, New Hampshire, North Dakota, South Dakota, Vermont, Virginia

Progress on this Goal Since 2009:

↑ : 26 ↔ : 25 ↓ : 0



State Partly Meets Goal



Bar Raised for this Goal



Progress Since 2009

ANALYSIS

Georgia does not require that objective evidence of student learning be the preponderant criterion of its teacher evaluations.

The state's policy requires that teacher evaluations consider the teacher's role "in meeting the school's student achievement goals, including the academic gains of students assigned to the teacher," in addition to considering other factors such as interpersonal skills and professional development. Teachers are evaluated through classroom observations along with documentation of student achievement gains. The state policy indicates that the academic gains should be measured by a "wide range of student achievement assessments" including state assessments.

Further, Georgia's newly implemented evaluation system, CLASS Keys, includes a student achievement strand as one of five equally weighted evaluation strands. Each strand must be rated "emerging" at a minimum for a satisfactory annual score. If any one of the five strands, including the student achievement strand, is "not evident" on the summative annual teacher evaluation, then the annual evaluation is unsatisfactory overall. However, it does not appear that the state requires objective evidence of student learning in order to satisfy the student achievement strand.

As part of its CLASS Keys system, Georgia has articulated the following multiple rating categories: not evident, emerging, proficient and exemplary.

Finally, although Georgia's winning bid for Race to the Top funds includes a significant focus on teacher evaluation, only the 29 districts that have signed on to Georgia's proposal are required to use the newly developed Teacher Effectiveness Measure (TEM), which bases 50 percent of evaluations on value-added student performance and 10 percent on measures related to closing achievement gaps. This participation represents just 41 percent of the state's public school students.

Supporting Research

Georgia Code 20-2-210

CLASS Keys

http://gadoe.org/tss_teacher.aspx

RECOMMENDATION

■ **Require instructional effectiveness to be the preponderant criterion of any teacher evaluation.**

Although Georgia's new evaluation system is a step in the right direction, it falls short by failing to require that objective evidence of student learning be the most significant criterion. The state should either require a common evaluation instrument in which evidence of student learning is the most significant criterion, or it should specifically require that student learning be the preponderant criterion in local evaluation processes. This can be accomplished by requiring objective evidence to count for at least half of the evaluation score or through other scoring mechanisms, such as a matrix, that ensure that nothing affects the overall score more. Whether state or locally developed, a teacher should not be able to receive a satisfactory rating if found ineffective in the classroom.

The evaluation policy described in Georgia's Race to the Top proposal is commendable; however, until the state articulates a formal policy that requires the Teacher Effectiveness Measure for all teachers, it cannot ensure that instructional effectiveness will be the preponderant criterion in all teacher evaluations.

■ **Ensure that evaluations also include classroom observations that specifically focus on and document the effectiveness of instruction.**

Although Georgia commendably requires classroom observations, the state should articulate guidelines that ensure that the observations focus on effectiveness of instruction. The primary component of a classroom observation should be the quality of instruction, as measured by student time on task, student grasp or mastery of the lesson objective and efficient use of class time.

GEORGIA RESPONSE TO ANALYSIS

Georgia recognized the factual accuracy of this analysis. The state added that it is important to recognize that the academic gains by students assigned to a teacher are to be considered in teacher evaluations. Georgia recommends that multiple measures be used to measure academic gains, but local systems make this final determination because constitutional law in Georgia dictates local control.

The state also noted that the five strands within the CLASS Keys represent a holistic picture of effective teachers. "While academic gains of the students are the primary goals of any evaluation system, the other four strands of CLASS Keys represent what all effective teachers should do in the classroom. Acceptable performance of all five strands is indicative of teacher effectiveness and therefore carries equal weight."

In addition, Georgia pointed out that CLASS Keys strands have a subset of 26 teacher performance standards that focus on effectiveness of instruction, rather than generalizations of quality of instruction examples, such as student time on task, student grasp or mastery of the lesson objective, and efficient use of class time.

Finally, the state added that development of an inclusive Teacher Effectiveness Measure (TEM), as outlined in its Race to the Top application, is underway. It will be a cohesive measure that recognizes teacher effectiveness of both core and noncore teachers. TEM includes a qualitative (rubrics-based) evaluation, class-level value-added/growth score, student achievement gap reduction and other quantitative measures. "The initial phase of the TEM will involve the 26 Race to the Top districts to gain content validity and reliability. Once validity has been established, the TEM will be phased in over a three-year period with 60 additional districts coming on board each year to ensure fidelity to the TEM."

Supporting Research

Georgia Code 20-2-210

Description of Teacher Performance Standards

<http://www.gadoe.org/DMGetDocument.aspx/Strands%20and%20Elements%20Graphic%204-7-2011.pdf?p=6CC6799F8C1371F6A629C4CEBC50123844C30209ACC865D927E3857E7B618FD7&Type=D>

Figure 69

Do states consider classroom effectiveness as part of teacher evaluations?

	REQUIRES THAT STUDENT ACHIEVEMENT/GROWTH IS THE PREPONDERANT CRITERION	Teacher evaluations are to be significantly informed by student achievement/growth	Teacher evaluations must include objective evidence of student learning	Student achievement data not required
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GEORGIA	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

12

5

7

27

EXAMPLES OF BEST PRACTICE

NCTQ has not singled out any one state for "best practice" honors. Many states have made significant strides in the area of teacher evaluation by requiring that objective evidence of student learning be the preponderant criterion. Because there are many different approaches that result in student learning being the preponderant criterion, all 10 states that meet this goal are commended for their efforts.

Figure 70

Using state data in teacher evaluations

States with Requirements for Student Achievement Data but Lacking Data System Capacity

Arizona, Colorado, Connecticut, Michigan, Nevada

States with Data System Capacity but No Student Achievement Requirements

Alabama, Hawaii, Iowa, Kansas, Kentucky, Mississippi, Missouri, Nebraska, New Hampshire, New Mexico, North Dakota, Pennsylvania, South Carolina, Washington, West Virginia, Wisconsin

Figure 69

1. District of Columbia Public Schools requires that student learning be the preponderant criterion of its teacher evaluations.

Figure 71

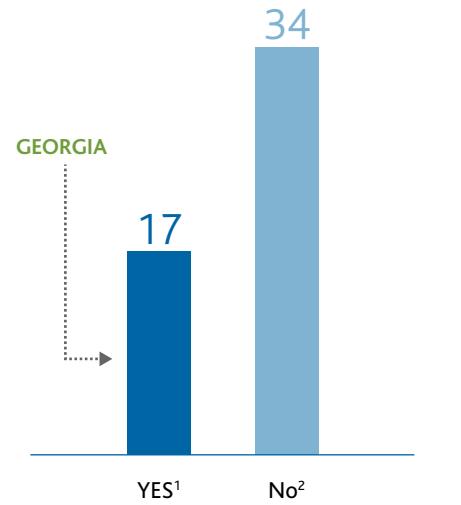
Sources of objective evidence of student learning

Many educators struggle to identify possible sources of objective student data. Here are some examples:

- Standardized test scores
- Periodic diagnostic assessments
- Benchmark assessments that show student growth
- Artifacts of student work connected to specific student learning standards that are randomly selected for review by the principal or senior faculty, scored using rubrics and descriptors
- Examples of typical assignments, assessed for their quality and rigor
- Periodic checks on progress with the curriculum coupled with evidence of student mastery of the curriculum from quizzes, tests and exams

Figure 72

Do states require more than two categories for teacher evaluation ratings?



1. **Strong Practice:** Arkansas, Colorado, Delaware, Florida, Georgia, Illinois, Indiana, Maryland, Massachusetts, Michigan, Nevada, New York, Ohio, Oklahoma, Rhode Island, Tennessee, Washington

2. Alabama, Alaska, Arizona, California, Connecticut, District of Columbia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Oregon, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin, Wyoming

Figure 73

Do states direct how teachers should be evaluated?



9

10

24

5

3

1. State approval required.

2. The state model is presumptive; districts need state approval to opt out.

Area 3: Identifying Effective Teachers

Goal C – Frequency of Evaluations

The state should require annual evaluations of all teachers.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that all teachers receive a formal evaluation rating each year.
2. While all teachers should have multiple observations that contribute to their formal evaluation rating, the state should ensure that new teachers are observed and receive feedback early in the school year.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 74

How States are Faring in Frequency of Evaluations

-  0 Best Practice States
-  9 States Meet Goal
Alabama↑, Idaho, Nevada, New Jersey, North Dakota, Oklahoma, Rhode Island↑, Tennessee↑, Washington
-  13 States Nearly Meet Goal
Arizona, Colorado↑, Delaware↑, Florida↑, **GEORGIA**, Indiana↑, Minnesota↑, New York, North Carolina↑, Ohio↑, Pennsylvania, Utah↑, Wyoming
-  9 States Partly Meet Goal
Connecticut, Kansas, Kentucky, Louisiana↑, Maryland, Michigan↑, Nebraska, South Carolina, West Virginia
-  2 States Meet a Small Part of Goal
Arkansas↓, Missouri
-  18 States Do Not Meet Goal
Alaska, California, District of Columbia, Hawaii, Illinois, Iowa, Maine, Massachusetts, Mississippi, Montana, New Hampshire, New Mexico, Oregon, South Dakota, Texas, Vermont, Virginia, Wisconsin

Progress on this Goal Since 2009:

↑ : 13 ↔ : 37 ↓ : 1

Area 3: Goal C **Georgia** Analysis



State Nearly Meets Goal



Progress Since 2009

ANALYSIS

Commendably, Georgia's newly implemented evaluation system, CLASS Keys, requires annual evaluation for all teachers. Further, the state requires two informal observations (5-15 minutes each) and one formal observation (30-50 minutes each) prior to the Annual Evaluation Conference.

It does not appear that Georgia articulates when these observations should take place for new teachers.

Supporting Research

Georgia Code 20-2-210

CLASS Keys Process Guide

http://www.gadoe.org/tss_teacher.aspx

RECOMMENDATION

■ **Ensure that new teachers are observed and receive feedback early in the school year.**

It is critical that schools and districts closely monitor the performance of new teachers. Georgia should ensure that its new teachers get the support they need and that supervisors know early on which new teachers may be struggling or at risk for unacceptable levels of performance.

GEORGIA RESPONSE TO ANALYSIS

Georgia asserted that all CLASS Keys evaluators are given a "suggested timeline" to conduct observations for all personnel including veteran and new teachers. The state submitted this suggested timeline, which lists the timeframe for the formal observation as October-January.

Georgia also pointed out that in addition to CLASS Keys, the Georgia Teacher Evaluation Program (GTEP) is a tool for evaluating teachers. Under GTEP, teachers with fewer than three years of teacher experience are evaluated using the Standard Evaluation Process, which requires a minimum of three unannounced classroom observations.

"Regardless of which evaluation is used, the state and local districts expect these new teachers to be observed early in the school year and feedback is required within five days of each observation. The districts also have the flexibility to increase the amount of observations for new teachers should more assistance and development be needed."

Supporting Research

Georgia Code 20-2-210(d)

LAST WORD

Although the state's submitted timeline indicates that formal observations should occur in the first half of the year, this is a "suggested" timeline. NCTQ encourages Georgia to make this a requirement in order to guarantee that new teachers will be observed and receive valuable feedback early in the year.

Figure 75

Do states require districts to evaluate all teachers each year?

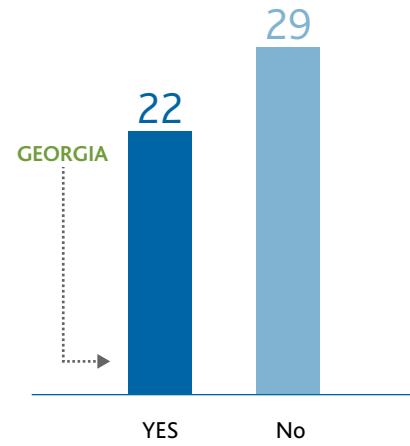


★ EXAMPLES OF BEST PRACTICE

Although not awarding “best practice” honors for frequency of evaluations, NCTQ commends all nine states that meet this goal not only by requiring annual evaluations for all teachers, but also for ensuring that new teachers are observed and receive feedback during the first half of the school year.

Figure 76

Do states require districts to evaluate all teachers each year?

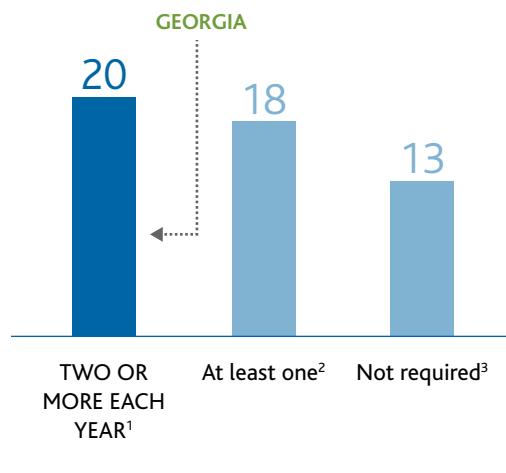


Figures 75 and 76

1. Although highly effective teachers are only required to receive a summative evaluation once every two years, the student improvement component is evaluated annually.
2. All District of Columbia Public Schools teachers are evaluated at least annually.

Figure 77

Do states require classroom observations?



1. **Strong Practice:** Alabama, Alaska⁴, Arkansas, Colorado⁴, Delaware, Florida⁴, Georgia, Kentucky⁴, Maryland, Michigan, Missouri⁴, Nevada⁴, New York, North Carolina, Ohio, Oregon⁴, Rhode Island, Tennessee, Washington, West Virginia⁴

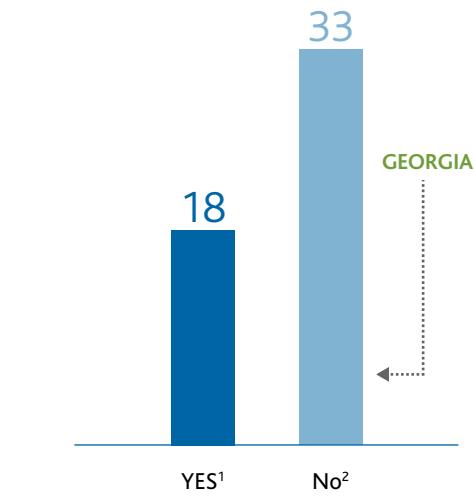
2. Arizona, California, Connecticut, Hawaii, Idaho, Illinois, Indiana, Louisiana, Massachusetts, Mississippi, New Jersey, New Mexico, Oklahoma, Pennsylvania, South Carolina, Texas, Utah, Wisconsin

3. District of Columbia, Iowa, Kansas, Maine, Minnesota, Montana, Nebraska, New Hampshire, North Dakota, South Dakota, Vermont, Virginia, Wyoming

4. For new teachers.

Figure 78

Do states require that new teachers are observed early in the year?



1. **Strong Practice:** Alabama, Idaho, Indiana, Kansas, Kentucky, Maryland, Minnesota, Nebraska, Nevada, New Jersey, North Dakota, Ohio, Oklahoma, Rhode Island, South Carolina, Tennessee, Washington, West Virginia

2. Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Illinois, Iowa, Louisiana, Maine, Massachusetts, Michigan, Mississippi, Missouri, Montana, New Hampshire, New Mexico, New York, North Carolina, Oregon, Pennsylvania, South Dakota, Texas, Utah, Vermont, Virginia, Wisconsin, Wyoming

Area 3: Identifying Effective Teachers

Goal D – Tenure

The state should require that tenure decisions are based on evidence of teacher effectiveness.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. A teacher should be eligible for tenure after a certain number of years of service, but tenure should not be granted automatically at that juncture.
2. Evidence of effectiveness should be the preponderant criterion in tenure decisions.
3. The state should articulate a process, such as a hearing, that local districts must administer in considering the evidence and deciding whether a teacher should receive tenure.
4. The minimum years of service needed to achieve tenure should allow sufficient data to be accumulated on which to base tenure decisions; five years is the ideal minimum.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 79

How States are Faring on Tenure

1	Best Practice State Michigan
2	States Meet Goal Colorado , Florida
5	States Nearly Meet Goal Delaware , Nevada , Oklahoma , Rhode Island , Tennessee
3	States Partly Meet Goal Illinois , Indiana , New York
9	States Meet a Small Part of Goal Connecticut, Idaho , Kentucky, Massachusetts , Minnesota, Missouri, New Hampshire , North Carolina, Ohio
31	States Do Not Meet Goal Alabama, Alaska, Arizona, Arkansas, California, District of Columbia, GEORGIA , Hawaii, Iowa, Kansas, Louisiana, Maine , Maryland, Mississippi, Montana, Nebraska, New Jersey, New Mexico, North Dakota, Oregon, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

Progress on this Goal Since 2009:

: 15 : 36 : 0



State Does Not Meet Goal



Bar Raised for this Goal



Progress Since 2009

ANALYSIS

Georgia does not connect tenure decisions to evidence of teacher effectiveness.

Teachers in Georgia are awarded tenure automatically after a three-year probationary period, absent an additional process that evaluates cumulative evidence of teacher effectiveness.

Supporting Research

Georgia Code 20-2-942

RECOMMENDATION

■ **End the automatic awarding of tenure.**

The decision to grant tenure should be a deliberate one, based on consideration of a teacher's commitment and actual evidence of classroom effectiveness.

■ **Ensure evidence of effectiveness is the preponderant criterion in tenure decisions.**

Georgia should make evidence of effectiveness, rather than the number of years in the classroom, the most significant factor when determining this leap in professional standing.

■ **Articulate a process that local districts must administer when deciding which teachers get tenure.**

Georgia should require a clear process, such as a hearing, to ensure that the local district reviews a teacher's performance before making a determination regarding tenure.

■ **Require a longer probationary period.**

Georgia should extend its probationary period, ideally to five years. This would allow for an adequate collection of sufficient data that reflect teacher performance.

GEORGIA RESPONSE TO ANALYSIS

Georgia recognized the factual accuracy of this analysis.

Figure 80

How long before a teacher earns tenure?

	No policy	1 year	2 years	3 years	4 YEARS	5 YEARS	STATE ONLY AWARDS ANNUAL CONTRACTS
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
GEORGIA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 1 5 32 4 5 3

1. Teachers may also earn career status with an average rating of at least effective for a four-year period and a rating of at least effective for the last two years.

2. Teachers who receive two years of ineffective evaluations are dismissed.

Figure 81

How are tenure decisions made?



★ EXAMPLES OF BEST PRACTICE

Michigan has increased its probationary period to five years and requires that evidence of effectiveness be the primary criterion in awarding tenure.

Figure 82

How are tenure decisions made?

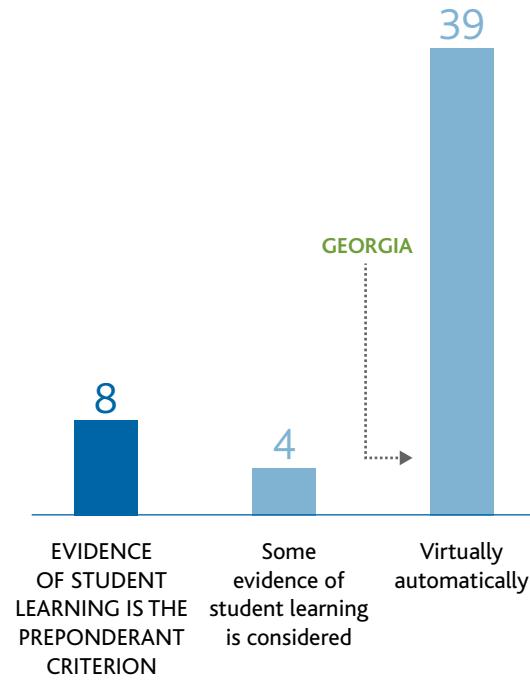


Figure 81

1. No state-level policy; however, the contract between DCPS and the teachers' union represents significant advancement in the area of teacher tenure.
2. The state has created a loophole by essentially waiving student learning requirements and allowing the principal of a school to petition for career-teacher status.

Area 3: Identifying Effective Teachers

Goal E – Licensure Advancement

The state should base licensure advancement on evidence of teacher effectiveness.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should base advancement from a probationary to a nonprobationary license on evidence of teacher effectiveness.
2. The state should not require teachers to fulfill generic, unspecified coursework requirements to advance from a probationary to a nonprobationary license.
3. The state should not require teachers to have an advanced degree as a condition of professional licensure.
4. Evidence of effectiveness should be a factor in the renewal of a professional license.



The components for this goal have changed since 2009. In light of state progress on this topic, the bar for this goal has been raised.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 83

How States are Faring on Licensure Advancement

1	Best Practice State Rhode Island
1	State Meets Goal Louisiana
0	States Nearly Meet Goal
3	States Partly Meet Goal Delaware , Illinois , Maryland
6	States Meet a Small Part of Goal Alaska, Arkansas, California, GEORGIA , New Mexico, Washington
40	States Do Not Meet Goal Alabama, Arizona, Colorado, Connecticut, District of Columbia, Florida, Hawaii, Idaho, Indiana, Iowa, Kansas, Kentucky, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New York, North Carolina , North Dakota, Ohio , Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin, Wyoming

Progress on this Goal Since 2009:

: 4 : 45 : 2



State Meets a Small Part of Goal



Bar Raised for this Goal



Progress Since 2009

ANALYSIS

While Georgia includes teacher performance information in its teacher licensing policies, license advancement does not appear to be based on evidence of teacher effectiveness.

To advance to a Clear Renewable Certificate, the state requires that teachers complete a state-approved program as well as special Georgia requirements, including passing scores on content knowledge assessments, FBI background checks, study or experience within five years of application and proficiency on an approved test or course of computer skill competency. Also, any teacher certified in the fields of early childhood education, middle grades, mental retardation, learning disabilities, behavior disorders, interrelated special education and interrelated special education/early childhood must also complete specified coursework in the teaching of reading and writing.

Teachers in Georgia must renew their teaching licenses every five years. In order to renew their licenses, teachers may not have two or more unsatisfactory evaluations during the previous five-year validity cycle that have not been "satisfactorily remediated" by the employing school system. Teachers who receive two unremediated, unsatisfactory performance evaluations may request a one-year nonrenewable waiver certificate. These requests are reviewed by the Professional Standards Commission. During the validity period, the individual must demonstrate that the performance deficiency has been satisfactorily addressed as verified by the employer. If the deficiency is addressed, the teacher may apply for a four-year renewable license.

As a result of House Bill 1307, teachers with licenses expiring between July 1, 2010, and June 30, 2015, will not be required to complete any professional learning units in order to apply for renewal of their certificates.

Supporting Research

Georgia Professional Standards Commission, Rules 505-2-.03 and 505-2-.20

<http://www.gapsc.com/Rules/Current/Certification/505-2-.024.pdf>

http://www.gapsc.com/MessageCenter/downloads/PLU_Requirements_for_Certificate_renewal.pdf

RECOMMENDATION

■ Require evidence of effectiveness as a part of teacher licensing policy.

Georgia should require evidence of teacher effectiveness to be a factor in determining whether teachers can renew their licenses or advance to a higher level license. Georgia's requirement that teachers cannot have multiple unsatisfactory evaluations does not accomplish this purpose, since the state's requirements do not ensure that classroom effectiveness is considered in all teachers' evaluations (see Goal 3-B).

■ Make repeal of coursework requirements for licensure renewal permanent policy.

While targeted requirements may potentially expand teacher knowledge and improve teacher practice, general, nonspecific coursework requirements for license renewal merely call for teachers to complete a certain amount of seat time. These requirements do not correlate with teacher effectiveness.

GEORGIA RESPONSE TO ANALYSIS

Georgia recognized the factual accuracy of this analysis.

Figure 84

Do states require teachers to show evidence of effectiveness before conferring professional licensure?

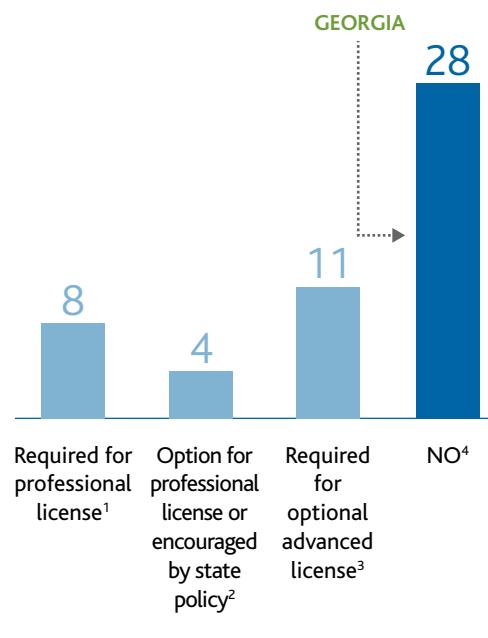
	OBJECTIVE EVIDENCE OF EFFECTIVENESS IS REQUIRED	Some objective evidence of effectiveness is considered	Consideration given to teacher performance but performance is not tied to classroom effectiveness	Performance not considered
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GEORGIA	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois ¹	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland ²	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	3	3	11	34

★ EXAMPLES OF BEST PRACTICE

Rhode Island is integrating certification, certification renewal and educator evaluation. Teachers who receive poor evaluations for five consecutive years are not eligible to renew their certification. In addition, teachers who consistently receive 'highly effective' ratings will be eligible for a special license designation.

Figure 85

Do states require teachers to earn advanced degrees before conferring professional licensure?



1. Connecticut, Kentucky, Maryland, Michigan, Mississippi, Montana, New York and Oregon all require a master's degree or coursework equivalent to a master's degree

2. Illinois, Massachusetts, Missouri, Tennessee

3. Alabama, Hawaii, Indiana, Iowa, Nebraska, New Mexico, Ohio, South Carolina, Utah, Virginia, West Virginia

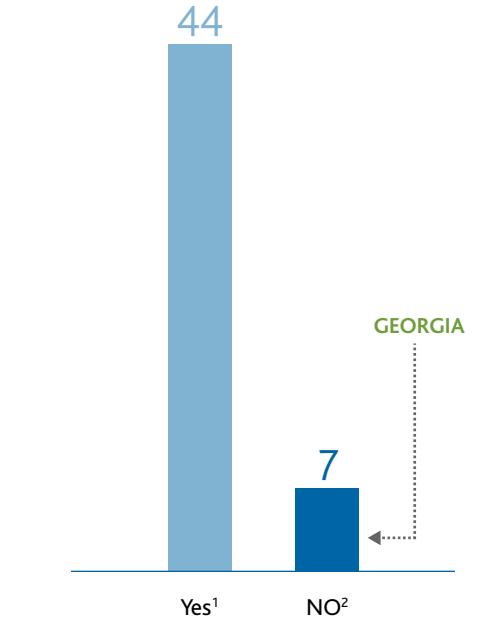
4. **Strong Practice:** Alaska, Arizona, Arkansas, California, Colorado, Delaware, District of Columbia, Florida, Georgia, Idaho, Kansas, Louisiana, Maine, Minnesota, Nevada, New Hampshire, New Jersey, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Texas, Vermont, Washington, Wisconsin, Wyoming

Figure 84

1. Illinois allows revocation of licenses based on ineffectiveness.
2. Maryland uses some objective evidence through their evaluation system for renewal, but advancement to professional license is still based on earning an advanced degree.

Figure 86

Do states require teachers to take additional, nonspecific coursework before conferring or renewing professional licenses?

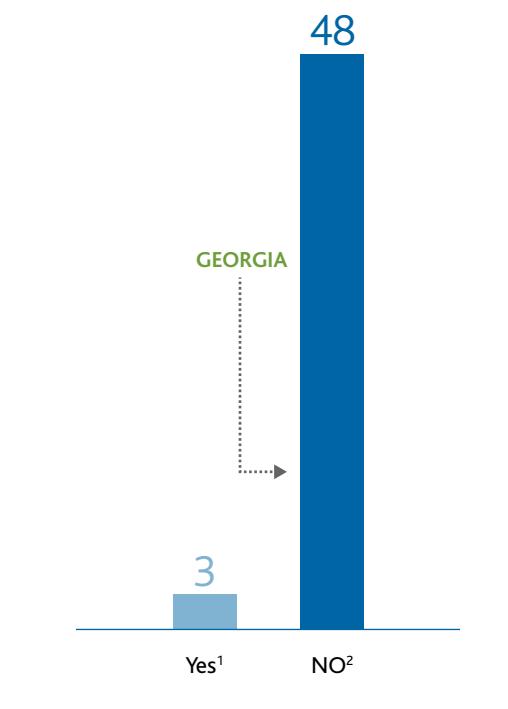


1. Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Florida, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

2. **Strong Practice:** California, Georgia, Hawaii, Louisiana, New Jersey, New Mexico, Rhode Island

Figure 87

Do states award lifetime professional licenses?



1. New Jersey, Pennsylvania, West Virginia

2. **Strong Practice:** Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, Wisconsin, Wyoming

Area 3: Identifying Effective Teachers

Goal F – Equitable Distribution

The state should publicly report districts' distribution of teacher talent among schools to identify inequities in schools serving disadvantaged children.

Goal Components

(The factors considered in determining the states' rating for the goal.)

The state should make the following data publicly available:

1. An "Academic Quality" index for each school that includes factors research has found to be associated with teacher effectiveness, such as:
 - a. percentage of new teachers;
 - b. percentage of teachers failing basic skills licensure tests at least once;
 - c. percentage of teachers on emergency credentials;
 - d. average selectivity of teachers' undergraduate institutions; and
 - e. teachers' average ACT or SAT scores;
2. The percentage of highly qualified teachers disaggregated by both individual school and by teaching area;
3. The annual teacher absenteeism rate reported for the previous three years, disaggregated by individual school;
4. The average teacher turnover rate for the previous three years, disaggregated by individual school, by district and by reasons that teachers leave.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 88

How States are Faring on Equitable Distribution

 0	Best Practice States
 0	States Meet Goal
 0	States Nearly Meet Goal
 6	States Partly Meet Goal Connecticut, New Jersey, New York, North Carolina, Rhode Island, South Carolina
 36	States Meet a Small Part of Goal Alaska, Arkansas, California, Colorado, Delaware, District of Columbia, Florida, GEORGIA , Hawaii, Idaho↑, Indiana, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Mexico, Ohio, Oregon, Pennsylvania↑, South Dakota, Tennessee, Texas, Utah↑, Vermont↑, Virginia, Washington, West Virginia, Wisconsin
 9	States Do Not Meet Goal Alabama, Arizona, Illinois, Iowa, Michigan, New Hampshire, North Dakota, Oklahoma, Wyoming

Progress on this Goal Since 2009:

↑ : 4 ↔ : 47 ↓ : 0



State Meets a Small Part of Goal



Progress Since 2009

ANALYSIS

Providing comprehensive reporting may be the state's most important role for ensuring the equitable distribution of teachers among schools. Georgia reports little school-level data that can help support the equitable distribution of teacher talent.

Georgia does not collect or publicly report most of the data recommended by NCTQ. The state does not provide a school-level teacher quality index that demonstrates the academic backgrounds of a school's teachers and the ratio of new to veteran teachers. Georgia also does not report on teacher absenteeism or turnover rates.

The state reports on the percentage of teachers on emergency credentials, the average years of teacher experience and the percentage of highly qualified teachers. Commendably, these data are reported for each school, rather than aggregated by district. When reporting the percentage of highly qualified teachers, the state identifies schools with poverty levels in the high or low quartile.

Supporting Research

GOSA 2009 Report Card Highly Qualified Teachers by School
<http://www.gadoe.org/ReportingFW.aspx?PageReq=102&StatId=ALL&T=1>

Georgia School Report Cards 2009-2010
<http://www.doe.k12.ga.us/ReportingFW.aspx?PageReq=102&SchoolId=22330&T=1&FY=2010>

RECOMMENDATION

■ Use a teacher quality index to report publicly about each school.

A teacher quality index, such as the one developed by the Illinois Education Research Council, with data including teachers' average SAT or ACT scores, the percentage of teachers failing basic skills licensure tests at least once, the selectivity of teachers' undergraduate colleges and the percentage of new teachers, can shine a light on how equitably teachers are distributed both across and within districts. Georgia should ensure that individual school report cards include such data in a manner that translates these factors into something easily understood by the public, such as a color-coded matrix indicating a school's high or low score.

■ Publish other data that facilitate comparisons across schools.

Georgia should collect and report other school-level data that reflect the stability of a school's faculty, including the rates of teacher absenteeism and turnover.

■ Provide comparative data based on school demographics.

As Georgia does for highly qualified teachers, the state should provide comparative data for schools with similar poverty and minority populations. This would yield a more comprehensive picture of gaps in the equitable distribution of teachers.

GEORGIA RESPONSE TO ANALYSIS

Georgia asserted that it provides data in the form of indexes, reports, and tools to monitor and support school systems and local schools' status in not only achieving 100 percent highly qualified teachers, but also the equitable distribution of highly qualified, highly effective teachers.

The state's Equity Technical Assistance (ETA) website provides all public schools and systems with a detailed summary of their student and teacher populations with comparative data. School level, system level, and state level data are summarized by combining key variables from the Certified Personal Information (CPI), the Highly Qualified data system (HiQ2), the Full-Time Equivalent records (FTE), the Student Record (SR), the Student Course Profile (CR), the Annual Yearly Progress report (AYP) and the teacher certification records for both Georgia teacher certificates as well as National Board Certificate information and the Georgia Master Teacher records.

ETA compares and contrasts schools within a system and across the state, provides important indicators of teacher population; and provides longitudinal data on all schools. Included are comparative data by teacher degree level, experience level, retention rates, experience continuity ratio, and with student minority enrollment data and economically disadvantaged student data, all at the school, district, and state level.

In addition to the ETA data, the HiQ2 system provides immediate access by schools and systems to the highly qualified status of their teachers and paraprofessionals in Georgia. As another tool, the Mid-year School Personal Analysis (MySPA) is a new website made available to systems and schools that provides attrition data, certification level, experience level and other information, including specific data for teachers of special education.

Project EQ is an electronic library of equity initiatives that allows school systems to publish their equity plans and other equity-related programs in a public forum so that they are accessible by other school systems, both in Georgia and other states. Visitors are also able to communicate with project publishers and other website visitors. This forum enables visitors to further refine and perfect existing programs to meet their system's equity plan.

The data resources mentioned above, excluding the new systems of MySPA and Project EQ, which will be updated each year, are compiled and released to school systems and schools for each school year from 2004 to the present, allowing for longitudinal comparisons. They also provide policy makers, administrators and state staff with the means to verify the effectiveness of local equity policies.

The state's Governor's Office of Student Achievement works in partnership with the state Department of Education to create a report card that provides information for accountability, state test performance, national test performance, student and school demographics and personnel and fiscal data at the state, district and school level.

Supporting Research

Georgia Title II - Part A

<http://www.gapsc.com/EducatorPreparation/NoChildLeftBehind/home.html>

Report Card Overview

<http://gaosa.org/reportinfo.aspx>

GOSA 2009-2010 State Report Card

<http://www.gadoe.org/ReportingFW.aspx?PageReq=102&StatId=ALL&T=1>

State of Georgia District Index

<http://www.gadoe.org/ReportingFW.aspx?PageReq=211&PID=61&PTID=67&CTID=216&StatId=ALL&T=0&RID=102>

Schools in Georgia

<http://www.gadoe.org/ReportingFW.aspx?PageReq=211&PID=61&PTID=67&CTID=217&SchoolId=ALL&T=0&RID=102>

LAST WORD

This very long response provides no further evidence that Georgia is reporting more school-level data than indicated in the analysis. While it is clear that Georgia has developed sophisticated data systems that focus on equity issues, the state should consider expanding its efforts to provide the public with more data about teacher distribution at the district and school level.

Figure 89

Do states publicly report school-level data about teachers?



0 18 10 41 6 5

★ EXAMPLES OF BEST PRACTICE

No state has an outstanding record when it comes to public reporting of teacher data that can help to ameliorate inequities in teacher quality. However, **Connecticut, New Jersey, New York, North Carolina, Rhode Island and South Carolina** report more school-level data than other states.

1. Ideally, percentage of new teachers and percentage of teachers on emergency credentials would be incorporated into a teacher quality index.

Area 4: Retaining Effective Teachers

Goal A – Induction

The state should require effective induction for all new teachers, with special emphasis on teachers in high-needs schools.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should ensure that new teachers receive mentoring of sufficient frequency and duration, especially in the first critical weeks of school.
2. Mentors should be carefully selected based on evidence of their own classroom effectiveness and subject-matter expertise. Mentors should be trained, and their performance as mentors should be evaluated.
3. Induction programs should include only strategies that can be successfully implemented, even in a poorly managed school. Such strategies include intensive mentoring, seminars appropriate to grade level or subject area, a reduced teaching load and frequent release time to observe effective teachers.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 90

How States are Faring on Induction

 1	Best Practice State South Carolina
 7	States Meet Goal Alabama, Arkansas, Kentucky, Massachusetts, New Jersey, North Carolina, West Virginia
 17	States Nearly Meet Goal California, Colorado, Connecticut↑, Delaware, Iowa, Kansas, Maine, Maryland↑, Michigan, Mississippi, Missouri, Nebraska, New York, Oklahoma, Rhode Island, Utah, Virginia
 11	States Partly Meet Goal Alaska, Arizona, Illinois, New Mexico, North Dakota↑, Ohio, Oregon, Pennsylvania, Tennessee, Washington, Wisconsin
 6	States Meet a Small Part of Goal Florida, Hawaii, Idaho, Minnesota↑, Montana, Texas
 9	States Do Not Meet Goal District of Columbia, GEORGIA , Indiana↓, Louisiana↓, Nevada, New Hampshire, South Dakota↓, Vermont, Wyoming

Progress on this Goal Since 2009:

↑ : 4 ↔ : 44 ↓ : 3



State Does Not Meet Goal



Progress Since 2009

ANALYSIS

Georgia does not require a mentoring program or any other induction support for its new teachers. The state has a Teacher Induction Task Force to identify a state model for induction and create induction standards.

Supporting Research

GA Dept. of Ed Teacher and Leader Quality
http://www.doe.k12.ga.us/tss_teacher.aspx

RECOMMENDATION

■ Ensure that a high-quality mentoring experience is available to all new teachers, especially those in low-performing schools.

Georgia should ensure that all new teachers—and especially any teacher in a low-performing school—receive mentoring support, especially in the first critical weeks of school.

■ Set specific parameters.

To ensure that all teachers receive high-quality mentoring, the state should specify how long the program lasts for a new teacher, who selects the mentors and a method of performance evaluation.

■ Require induction strategies that can be successfully implemented, even in poorly managed schools.

To ensure that the experience is meaningful, Georgia should guarantee that induction includes strategies such as intensive mentoring, seminars appropriate to grade level or subject area and a reduced teaching load and/or frequent release time to observe other teachers.

GEORGIA RESPONSE TO ANALYSIS

Georgia noted that the state continues to offer a Teacher Support Specialist (TSS) Endorsement to prepare experienced teachers who have demonstrated high levels of competencies to serve as role models and mentors for preservice, beginning and in-service teachers. Local districts support and encourage the TSS Endorsement and allow these teachers to train, support and mentor newly hired teachers.

In addition to the Teacher Support Specialist Endorsement, in the 2009-2010 school year, the Special Education Services and Supports Division piloted an induction program for new teachers to special education. In 2010-2011, the Georgia Induction of Special Education Teacher program standards were piloted. A total of 19 induction candidates and eight induction coaches participated in the pilot.

Participation in the pilot included webinar meetings, site meetings, and statewide professional learning opportunities. Specific guidelines were given to local systems for the hiring process of induction coaches, and these coaches participated in a 2.5-day coaching institute. The induction teachers participated in different day-long workshops and webinars, and embedded professional development was expected between the teacher and coach (four hours per week with coach, including two hours of observation and feedback each week).

Year two of the pilot will be completed in 2011-2012. During this year of the pilot, teachers will develop an action research plan that is aligned to professional growth targets based on CLASS Keys. Coaches and university partners will continue to work with teachers on this action plan as well as develop the mindset of continuous improvements for these teachers for when induction support ends.

Final determination for the state-wide deployment of the Georgia Induction of Special Education Teachers will take place at the end of pilot year two. Ideally, this induction program will parallel the induction program being developed for regular classroom teachers, as research shows that teachers of Special Education need specialized support and induction.

Georgia added that the state's Induction Task Force, which is part of the work of the Race to the Top (RT3), is creating draft induction guidelines for teachers and principals. These guidelines will be used by Georgia's 26 Race to the Top districts to design, or revisit, induction programs that will be implemented during the 2012-2013 school year. In addition, the guidelines will be communicated to all school districts in the state, and all districts will be encouraged to consider the guidelines in designing, or revising, their induction programs.

During the remainder of the 2011-2012 school year, the Induction Task Force will work on induction standards and on revisions, as needed, to the teacher and principal induction guidelines. The guidelines call for districts to develop an induction program that contains the following elements: an orientation for the induction-phases teacher, a quality mentoring program and an induction-phase support team comprised of support from the mentor and the building administrator for analysis of the on-going performance to guide the new teacher's professional learning. The guidelines also suggest that with the state's support, the districts establish a systematic approach to evaluate the effectiveness of their Teacher Induction Program. These guidelines will serve as the framework for the development of Leader Induction Guidelines, knowing that some categories appropriate for teachers would not apply to leaders.

A draft of the proposed Teacher and Leader Induction Guidelines will be presented to the Georgia State Board of Education and posted to the Georgia Department of Education website for public comment in fall 2011.

Supporting Research

Teacher Support Specialist Endorsement

<http://www.gapsc.com/Rules/Current/Certification/505-2-251.pdf>

Georgia Induction of Special Education Teachers

http://www.gadoe.org/ci_exceptional.aspx?PageReq=CIEXCIInduction

Georgia's Race to the Top (RT3) Plan

<http://www.gadoe.org/RT3.aspx>

LAST WORD

It is evident from the state's response that Georgia recognizes the need to provide new teachers with induction support. To underpin the many activities and initiatives the state describes, Georgia should consider a requirement that all new teachers receive this support.

Figure 91

*Do states have policies
that articulate the
elements of effective
induction?*



30 18 9 17 28 12 21 17

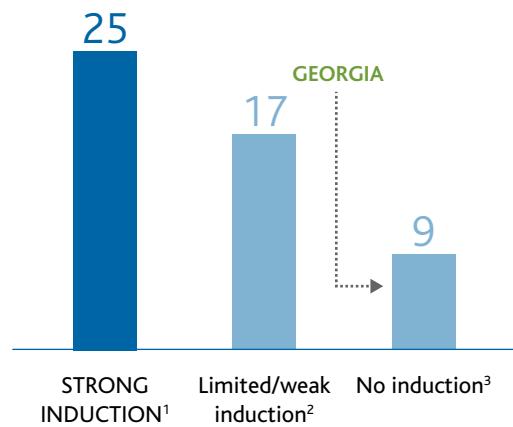


EXAMPLES OF BEST PRACTICE

South Carolina requires that all new teachers, prior to the start of the school year, be assigned mentors for at least one year. Districts carefully select mentors based on experience and similar certifications and grade levels, and mentors undergo additional training. Adequate release time is mandated by the state so that mentors and new teachers may observe each other in the classroom, collaborate on effective teaching techniques and develop professional growth plans. Mentor evaluations are mandatory and stipends are recommended.

Figure 92

Do states have policies that articulate the elements of effective induction?



1. **Strong Practice:** Alabama, Arkansas, California, Colorado, Connecticut, Delaware, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Nebraska, New Jersey, New York, North Carolina, Oklahoma, Rhode Island, South Carolina, Utah, Virginia, West Virginia

2. Alaska, Arizona, Florida, Idaho, Illinois, Minnesota, Montana, New Mexico, North Dakota, Ohio, Oregon, Pennsylvania, South Dakota, Tennessee, Texas, Washington, Wisconsin

3. District of Columbia, Georgia, Hawaii, Indiana, Louisiana, Nevada, New Hampshire, Vermont, Wyoming

Area 4: Retaining Effective Teachers

Goal B – Professional Development

The state should require professional development to be based on needs identified through teacher evaluations.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that evaluation systems provide teachers with feedback about their performance.
2. The state should direct districts to align professional development activities with findings from teachers' evaluations.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 93

How States are Faring on Professional Development

-  0 Best Practice State
-  10 States Meet Goal
Arkansas, Connecticut, Delaware, Louisiana, Michigan, Missouri, North Carolina, Rhode Island, South Carolina, Wyoming
-  7 States Nearly Meet Goal
Florida, **GEORGIA**, Illinois, Kentucky, New Mexico, New York, Texas
-  10 States Partly Meet Goal
Colorado, Hawaii, Indiana, Massachusetts, Minnesota, Mississippi, New Jersey, Tennessee, Washington, West Virginia
-  12 States Meet a Small Part of Goal
Alabama, Alaska, Arizona, California, Idaho, Kansas, Maryland, Nevada, Ohio, Oklahoma, Oregon, Utah
-  12 States Do Not Meet Goal
District of Columbia, Iowa, Maine, Montana, Nebraska, New Hampshire, North Dakota, Pennsylvania, South Dakota, Vermont, Virginia, Wisconsin

Progress on this Goal Since 2009:

New Goal



ANALYSIS

Georgia requires that teachers receive feedback during their annual evaluation conference on their performance. In addition, the state specifies that professional development activities for teachers with unsatisfactory evaluations must be aligned with findings from teacher evaluations.

Supporting Research

Georgia Code 20-2-210 (a)

Class Keys Process Guide

<http://www.gadoe.org/DMGetDocument.aspx/CK%20Process%20Guide%203-23-2011.pdf?p=6CC6799F8C1371F638813A7F7B922BB957CBBF3DA5174DAC5DDBD49843BAD7F8&Type=D>

RECOMMENDATION

■ **Ensure that professional development is aligned with findings from teachers' evaluations.**

While Georgia has taken steps to ensure that teachers with unsatisfactory evaluations receive coordinated professional development based on these findings, the state should strengthen this policy by requiring that all teachers receive professional development that is aligned with their evaluation results.

GEORGIA RESPONSE TO ANALYSIS

Georgia recognized the factual accuracy of this analysis. The state added that professional development is also determined through the completion of the CLASS Keys Self-Assessment and Professional Growth Plan. At the beginning of each school year, teachers complete the Self-Assessment to reflect upon previous and current performance on the CLASS Keys standards. After completing the Self-Assessment, the teacher determines areas of growth and includes 1-2 standards on his or her Professional Growth Plan. Also included in the PGP are professional development goals selected by the building administrator based on observations and evaluations as well as any professional development determined by the local district. The final PGP is then approved by the building administrator and put into action by the teacher.

In addition, professional development is determined at the discretion of the local system because Georgia is local control. While opportunities for professional development can be suggested, each system determines and provides the professional development necessary for its teachers.

LAST WORD

Nothing in NCTQ's recommendation suggests that states should dictate the content of the professional development offered, just that the state should require that it is aligned with evaluation results.

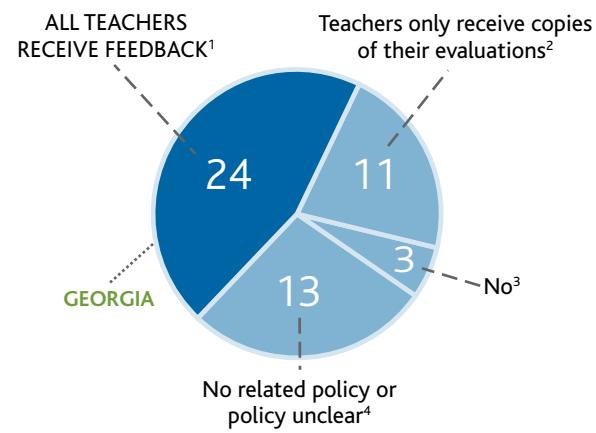


EXAMPLES OF BEST PRACTICE

Ten states meet this goal, and although NCTQ has not singled out one state's policies for "best practice" honors, **Louisiana** is commended for clearly articulating that the feedback provided to a teacher in a post-observation conference must include a discussion of a teacher's strengths and weaknesses.

Figure 94

Do teachers receive feedback on their evaluations?



1. **Strong Practice:** Arkansas, Connecticut, Delaware, Georgia, Hawaii, Illinois, Kentucky, Louisiana, Massachusetts, Michigan, Mississippi, Missouri, New Jersey, New Mexico, New York, North Carolina, Oregon, Rhode Island, South Carolina, Tennessee, Texas, Washington, West Virginia, Wyoming

2. Alaska, Arizona, California, Colorado, Florida, Indiana, Kansas, Maryland, Nevada, Ohio, Oklahoma

3. Minnesota, Pennsylvania, Utah

4. Alabama, District of Columbia, Idaho, Iowa, Maine, Montana, Nebraska, New Hampshire, North Dakota, South Dakota, Vermont, Virginia, Wisconsin

Figure 95

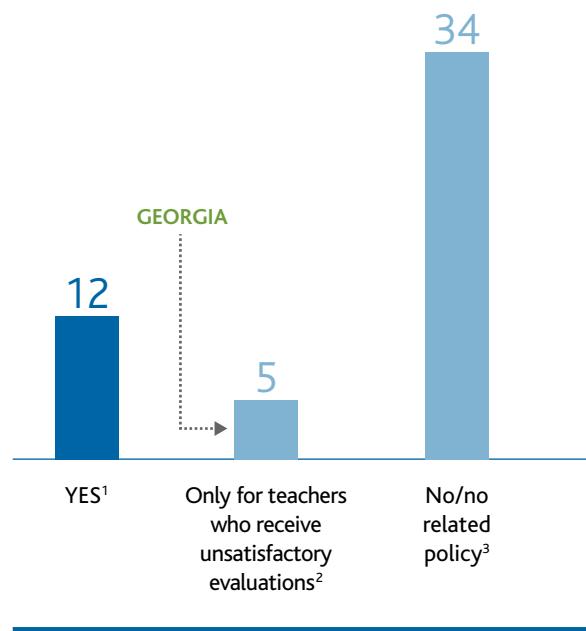
Do states ensure that evaluations are used to help teachers improve?

	ALL TEACHERS RECEIVE FEEDBACK	EVALUATION INFORMS PROFESSIONAL DEVELOPMENT
Alabama	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GEORGIA	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Missouri	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

24 12

Figure 96

Do states require that teacher evaluations inform professional development?



1. **Strong Practice:** Arkansas, Connecticut, Delaware, Florida, Louisiana, Michigan, Minnesota, Missouri, North Carolina, Rhode Island, South Carolina, Wyoming

2. Colorado, Georgia, Illinois, Indiana, Texas

3. Alabama, Alaska, Arizona, California, District of Columbia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Mississippi⁴, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin

4. Mississippi requires professional development based on evaluation results only for teachers in need of improvement in school identified as at-risk.

Area 4: Retaining Effective Teachers

Goal C – Pay Scales

The state should give local districts authority over pay scales.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. While the state may find it appropriate to articulate teachers' starting salaries, it should not require districts to adhere to a state-dictated salary schedule that defines steps and lanes and sets minimum pay at each level.
2. The state should discourage districts from tying additional compensation to advanced degrees. The state should eliminate salary schedules that establish higher minimum salaries or other requirements to pay more to teachers with advanced degrees.
3. The state should discourage salary schedules that imply that teachers with the most experience are the most effective. The state should eliminate salary schedules that require that the highest steps on the pay scale be determined solely by seniority.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 97

How States are Faring in Pay Scales

 2	Best Practice States Florida ↑, Indiana ↑
 1	State Meets Goal Idaho ↑
 1	State Nearly Meets Goal Minnesota
 29	States Partly Meet Goal Alaska, Arizona, California, Colorado, Connecticut, District of Columbia, Iowa, Kansas, Maine, Maryland, Massachusetts, Michigan, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Oregon, Pennsylvania, South Dakota, Utah, Vermont, Virginia, Wisconsin, Wyoming
 3	States Meet a Small Part of Goal Illinois, Rhode Island, Texas
 15	States Do Not Meet Goal Alabama, Arkansas, Delaware, GEORGIA , Hawaii, Kentucky, Louisiana, Mississippi, North Carolina, Ohio, Oklahoma, South Carolina, Tennessee, Washington, West Virginia

Progress on this Goal Since 2009:

↑ : 3 ↔ : 48 ↓ : 0



State Does Not Meet Goal



Progress Since 2009

ANALYSIS

To determine teachers' salaries, Georgia provides local districts with a Minimum Salary Schedule. Because the salary schedule provided by the state is based on teachers' years of experience and earned advanced degrees, the state in effect mandates how districts will pay teachers.

Supporting Research

Georgia Code 20-2-212

Georgia Salary Schedule 2011

http://www.doe.k12.ga.us/fbo_budget.aspx

RECOMMENDATION

■ Give districts flexibility to determine their own pay structure and scales.

While Georgia may find it appropriate to articulate the starting salary that a teacher should be paid, it should not require districts to adhere to a state-dictated salary schedule.

■ Discourage districts from tying compensation to advanced degrees.

The inclusion of advanced degrees in the state schedule is particularly problematic, as this sends a clear message to both districts and teachers that attaining such degrees is desirable and should be rewarded; exhaustive research has shown unequivocally that advanced degrees do not have an impact on teacher effectiveness. Further, by establishing a guideline for teacher salaries that includes advanced degrees, the state limits the ability of districts to structure their pay scale in ways that do emphasize teacher effectiveness.

■ Discourage salary schedules that imply that teachers with the most experience are the most effective.

Similarly, Georgia's salary schedule sends a message to districts that the highest step on the pay scale should be determined solely by seniority.

GEORGIA RESPONSE TO ANALYSIS

Georgia noted that O.C.G.A. 20-2-215.5 added incentives to attract critical need secondary math and/or science teachers that require local districts to increase level of experience for placement on salary schedule. Salary stipends were also included in 20-2-215.5 and SBOE Rule 160-5-2-05 to encourage elementary teachers to enhance their skills and knowledge in teaching math and science. Salary schedules in O.C.G.A. 20-2-212 were amended to include limits regarding movement on the state minimum salary schedule as a result of obtaining a leadership degree.

LAST WORD

The state should take steps to ensure that districts, in their use of salary schedules, are not basing teacher salaries on advanced degrees and years of experience alone. While incentives and stipends are useful in recruiting and retaining teachers in shortage areas such as the STEM subjects, it is still necessary to address the fact that the salary schedules are based on factors that do not correlate with student achievement.



EXAMPLES OF BEST PRACTICE

Florida and **Indiana** allow local districts to develop their own salary schedules while preventing districts from focusing on elements not associated with teacher effectiveness. In Florida, local salary schedules must ensure that the most effective teachers receive salary increases greater than the highest annual salary adjustment available. Indiana requires local salary scales to be based on a combination of factors and limits the years of teacher experience and content-area degrees to account for no more than one-third of this calculation.

Figure 98

What role does the state play in deciding teacher pay rates?

	Sets minimum salary schedule	Sets minimum salary	DISTRICTS SET SALARY
Alabama	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GEORGIA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island ²	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

16

8

27

1. Colorado gives districts the option of a salary schedule, a performance pay policy or a combination of both.

2. Rhode Island requires that local district salary schedules are based on years of service, experience and training.

Figure 99

*Do states discourage
districts from basing
teacher pay on advanced
degrees?*

**3****32****16**

1. Rhode Island requires local district salary schedules to include teacher "training".

2. Texas has a minimum salary schedule based on years of experience. Compensation for advanced degrees is left to district discretion.

Area 4: Retaining Effective Teachers

Goal D – Compensation for Prior Work Experience

The state should encourage districts to provide compensation for related prior subject-area work experience.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should encourage districts to compensate new teachers with relevant prior work experience through mechanisms such as starting these teachers at an advanced step on the pay scale. Further, the state should not have regulatory language that blocks such strategies.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 100

How States are Faring in Compensation for Prior Work Experience

 1	Best Practice State North Carolina
 1	State Meets Goal California
 0	States Nearly Meet Goal
 4	States Partly Meet Goal Delaware, GEORGIA , Texas, Washington
 0	States Meet a Small Part of Goal
 45	States Do Not Meet Goal Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, District of Columbia, Florida, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Virginia, West Virginia, Wisconsin, Wyoming

Progress on this Goal Since 2009:

 : 0  : 51  : 0



State Partly Meets Goal



Progress Since 2009

ANALYSIS

In Georgia, local districts are encouraged to compensate teachers for certain types of related prior subject-area work experience. For all positions requiring a state-issued certification, the state allows a defined number of experiences to count toward salary requirements, with most of them relating to the education field, such as serving as a teacher in a foreign country or serving in a professional position at the Department of Education.

Supporting Research

Experience for Salary Purposes

http://www.doe.k12.ga.us/_documents/doe/legalservices/160-5-2-.05.pdf

RECOMMENDATION

- **Expand policy to encourage local districts to compensate all new teachers with relevant prior work experience.**

Georgia should not limit this policy to only certain specific education field experiences. Such compensation would be attractive to career changers in other fields, such as in the STEM subjects.

GEORGIA RESPONSE TO ANALYSIS

Georgia noted that SBOE 160-5-2-05, Experience for Salary Purposes, was revised in 2010 to expand areas for which experience may be recognized to include charter schools and experience in school districts that have been granted increased autonomy. These districts may hire personnel from industry who do not possess regular teaching certificates.

Georgia also pointed out that serving in a professional position in private industry that is job-related to the position is entering in the Local Unit Administration (LUA). In this case, a maximum of three years' credit shall be granted for experience earned after July 1, 1995, and the individual shall be placed on the State Salary Schedule at the appropriate step to reflect three years of creditable experience.

Supporting Research

SBOE 160-5-2-05: Experience for Salary Purposes

http://www.doe.k12.ga.us/_documents/doe/legalservices/160-5-2-.05.pdf

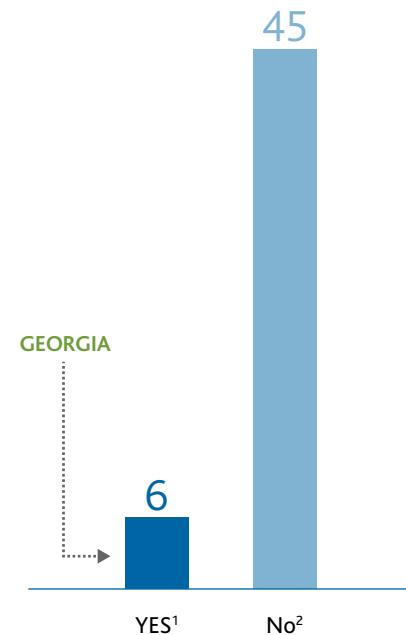


EXAMPLES OF BEST PRACTICE

North Carolina compensates new teachers with relevant prior-work experience by awarding them one year of experience credit for every year of full-time work after earning a bachelor's degree that is related to their area of licensure and work assignment. One year of credit is awarded for every two years of work experience completed prior to earning a bachelor's degree.

Figure 101

Do states direct districts to compensate teachers for related prior work experience?



1. **Strong Practice:** California, Delaware, Georgia, North Carolina, Texas, Washington

2. Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, District of Columbia, Florida, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Virginia, West Virginia, Wisconsin, Wyoming

Area 4: Retaining Effective Teachers

Goal E – Differential Pay

The state should support differential pay for effective teaching in shortage and high-need areas.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should support differential pay for effective teaching in shortage subject areas.
2. The state should support differential pay for effective teaching in high-need schools.
3. The state should not have regulatory language that would block differential pay.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 102

How States are Faring on Differential Pay

 1	Best Practice State GEORGIA
 12	States Meet Goal Arkansas, California, Florida, Kentucky, Louisiana, Massachusetts, Nevada, New York, Ohio, Oklahoma, Tennessee, Texas
 3	States Nearly Meet Goal Maryland, Virginia, Washington
 8	States Partly Meet Goal Colorado, Hawaii↓, Idaho↑, North Carolina, Pennsylvania↓, Utah, Wisconsin, Wyoming↓
 10	States Meet a Small Part of Goal Connecticut, Illinois, Mississippi, Montana, Nebraska, Oregon, Rhode Island↑, South Carolina, South Dakota, Vermont
 17	States Do Not Meet Goal Alabama, Alaska, Arizona, Delaware, District of Columbia, Indiana, Iowa↓, Kansas, Maine, Michigan, Minnesota, Missouri, New Hampshire, New Jersey, New Mexico, North Dakota, West Virginia

Progress on this Goal Since 2009:

↑ : 2 ↔ : 45 ↓ : 4



Best Practice State



Progress Since 2009

ANALYSIS

Georgia supports differential pay by which a teacher can earn additional compensation by teaching certain subjects. For teachers delivering instruction in the fields of mathematics, science, special education or foreign language, the State Board of Education may request a salary increase not to exceed an additional step on the state salary schedule to which that teacher is otherwise entitled. After three such salary increases, a teacher is no longer eligible for additional increases.

As of July 2010, Georgia created a system of differential pay for teachers in the critical shortage fields of mathematics and science. The system provides that early career mathematics and science teachers in secondary schools will begin their careers on step six of the state salary schedule rather than step one. They will receive this higher pay rate for five years. At the end of that period, teachers who can show evidence that their students meet or exceed state-determined achievement levels continue to receive the higher pay rate for the next five-year-cycle. This pattern can continue throughout the educator's career as long as the achievement levels are met.

Elementary school teachers have a similar incentive program under this system. Those who complete post-baccalaureate mathematics and/or science endorsements will receive yearly stipends. Demonstration of state-determined student achievement gains every five years will allow these teachers to continue to receive the stipend.

Georgia also supports differential pay for National Board Certified teachers in high-needs schools, which the state defines as public schools that have received an unacceptable rating for two or more consecutive years. These teachers are eligible to receive not less than a 10-percent salary increase. Georgia has amended the program by limiting this differential pay to teachers who remain in teaching. Those who leave the classroom for administration and other nonteaching fields will no longer receive the differential pay.

Supporting Research

Georgia Code 20-2-212.2; 20-2-212.3; 20-2-212.5

GEORGIA RESPONSE TO ANALYSIS

Georgia recognized the factual accuracy of this analysis.

Figure 103

Do states provide incentives to teach in high-need schools or shortage subject areas?



21

7

17

11

17

1. Connecticut offers mortgage assistance and incentives to retired teachers working in shortage subject areas.

2. Maryland offers tuition reimbursement for teacher retraining in specified shortage subject areas and offers a stipend for alternate route candidates teaching in shortage subject areas.

3. South Dakota offers signing bonuses and scholarships to fill shortages in high-need schools.

4. Shortage subject area differential pay is limited to the Middle School Teacher Corps program.

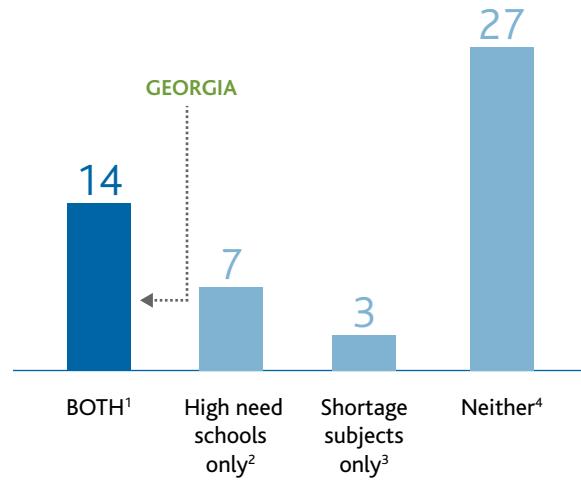


EXAMPLES OF BEST PRACTICE

Georgia supports differential pay by which teachers can earn additional compensation by teaching certain subjects. The state is especially commended for its new compensation strategy for math and science teachers, which moves teachers along the salary schedule rather than just providing a bonus or stipend. The state also supports differential pay initiatives to link compensation more closely with district needs and to achieve a more equitable distribution of teachers. Georgia's efforts to provide incentives for National Board Certification teachers to work in high-need schools are also noteworthy.

Figure 104

Do states support differential pay for teaching in high need schools and shortage subjects?



1. **Strong Practice:** Arkansas, California, Florida, Georgia, Kentucky, Louisiana, Massachusetts, Nevada, New York, Ohio, Oklahoma, Tennessee, Texas, Virginia

2. Colorado, Hawaii, Maryland, North Carolina, Washington, Wisconsin, Wyoming

3. Idaho, Pennsylvania, Utah

4. Alabama, Alaska, Arizona, Connecticut, Delaware, District of Columbia, Illinois, Indiana, Iowa, Kansas, Maine, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, North Dakota, Oregon, Rhode Island, South Carolina, South Dakota, Vermont, West Virginia

Area 4: Retaining Effective Teachers

Goal F – Performance Pay

The state should support performance pay but in a manner that recognizes its appropriate uses and limitations.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should support performance pay efforts, rewarding teachers for their effectiveness in the classroom.
2. The state should allow districts flexibility to define the criteria for performance pay provided that such criteria connect to evidence of student achievement.
3. Any performance pay plan should allow for the participation of all teachers, not just those in tested subjects and grades.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 105

How States are Faring on Performance Pay

- 2** Best Practice States
Florida↑, Indiana↑
- 14** States Meet Goal
Arizona, Arkansas, GEORGIA↑, Idaho↑, Massachusetts↑, Michigan↑, Minnesota, Oklahoma↑, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia↑
- 1** State Nearly Meets Goal
California
- 6** States Partly Meet Goal
Kentucky, Louisiana, Mississippi, Missouri, Nevada↑, Oregon↑
- 1** State Meets a Small Part of Goal
Nebraska↑
- 27** States Do Not Meet Goal
Alabama, Alaska↓, Colorado, Connecticut, Delaware, District of Columbia, Hawaii, Illinois, Iowa↓, Kansas, Maine, Maryland, Montana, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio↓, Pennsylvania, Rhode Island, Vermont, Washington, West Virginia, Wisconsin, Wyoming

Progress on this Goal Since 2009:

↑ : 11 ↔ : 37 ↓ : 3



State Meets Goal



Progress Since 2009

ANALYSIS

Georgia supports a performance pay initiative. Teachers "shall receive an increase in annual state compensation of 5 percent, beginning the school year following any year in which the students taught by such teacher earn a significant increase in average scores on the criterion-referenced test."

Supporting Research

Georgia Code 20-2-212.4

Pay for Performance Program

http://www.doe.k12.ga.us/_documents/doe/legalservices/160-3-1-01.pdf

RECOMMENDATION

■ **Consider flexibility for districts in defining criteria for performance pay plan.**

Georgia should give local districts the flexibility to define specific criteria by which performance is rewarded.

GEORGIA RESPONSE TO ANALYSIS

Georgia recognized the factual accuracy of this analysis.

★ EXAMPLES OF BEST PRACTICE

An increasing number of states are supporting performance pay initiatives. **Florida** and **Indiana** are particularly noteworthy for their efforts to build performance into the salary schedule. Rather than award bonuses, teachers' salaries will be based in part on their performance in the classroom.

Figure 106

Do states support performance pay?

	PERFORMANCE FACTORED INTO SALARY FOR ALL TEACHERS	PERFORMANCE BONUSES AVAILABLE TO ALL TEACHERS	Performance pay permitted/encouraged by the state	State-sponsored performance pay initiatives offered in select districts	Does not support performance pay
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GEORGIA	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska ¹	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

3 4 12 5 27

1. Nebraska's initiative does not go into effect until 2016.

Area 4: Retaining Effective Teachers

Goal G – Pension Flexibility

The state should ensure that pension systems are portable, flexible and fair to all teachers.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. Participants in the state's pension system should have the option of a fully portable pension system as their primary pension plan by means of a defined contribution plan or a defined benefit plan that is formatted similar to a cash balance plan.
2. Participants in the state's pension system should be vested no later than the third year of employment.
3. Defined benefit plans should offer teachers the option of a lump-sum rollover to a personal retirement account upon termination of employment that includes, at minimum, the teacher's contributions and accrued interest at a fair interest rate. In addition, withdrawal options from either defined benefit or defined contribution plans should include funds contributed by the employer.
4. Defined benefit plans should allow teachers to purchase time for unlimited previous teaching experience at the time of employment. Teachers should also be allowed to purchase time for all official leaves of absence, such as maternity or paternity leave.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 107

How States are Faring on Pension Flexibility

-  2 Best Practice States
Alaska, South Dakota
-  0 States Meet Goal
-  2 States Nearly Meet Goal
Ohio, South Carolina
-  15 States Partly Meet Goal
California↓, Colorado, Florida↓, Iowa, Kansas, Louisiana, Maine, Minnesota, Nebraska, North Dakota, Oregon, Utah↑, Virginia, Washington, Wyoming
-  31 States Meet a Small Part of Goal
Alabama, Arizona↓, Arkansas, Connecticut, Delaware, District of Columbia, **GEORGIA**, Hawaii↓, Idaho, Illinois↓, Indiana, Kentucky, Maryland↓, Massachusetts, Michigan↑, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina↓, Oklahoma, Pennsylvania↓, Rhode Island, Tennessee, Texas, Vermont, West Virginia, Wisconsin↓
-  1 State Does Not Meet Goal
New York↓

Progress on this Goal Since 2009:

↑ : 2 ↔ : 39 ↓ : 10



State Meets a Small Part of Goal



Progress Since 2009

ANALYSIS

Georgia only offers a defined benefit pension plan to its teachers as their mandatory pension plan. This plan is not fully portable, does not vest until year 10, and does not provide any employer contribution for teachers who choose to withdraw their account balances when leaving the system. It also limits flexibility by restricting the ability to purchase years of service.

Some teachers in Georgia also participate in Social Security, so they must contribute to the state's defined benefit plan in addition to Social Security. Although retirement savings in addition to Social Security are good and necessary for most individuals, the state's policy results in mandated contributions to two inflexible plans, rather than permitting teachers options for their state-provided savings plans.

Vesting in a defined benefit plan guarantees a teacher's eligibility to receive lifetime monthly benefit payments at retirement age. Nonvested teachers do not have a right to later retirement benefits; they may only withdraw the portion of their funds allowed by the plan. Georgia's vesting at 10 years of service is very late and limits the options of teachers who leave the system prior to this point.

Many teachers will leave the system before they reach 10 years of service. Teachers in Georgia who choose to withdraw their contributions upon leaving only receive their own contributions plus interest. This means that those who withdraw their funds accrue no benefits beyond what they might have earned had they simply put their contributions in basic savings accounts. Therefore, teachers leaving the pension system would have saved only 5.53 percent of their salary plus interest (see Goal 4-H), which is significantly below the level conventionally recommended by retirement advisers for individuals not also contributing to Social Security. While Georgia's relatively low mandatory contribution rate allows for flexibility in teachers' retirement savings, it also means that the states need to educate teachers who work in districts not participating in Social Security on what happens if they leave the system and encourage savings in other portable supplemental plans. Further, teachers who remain in the field of education but enter another pension plan (such as in another state) will find it difficult to purchase the time equivalent to their prior employment in the new system because they are not entitled to any employer contribution.

Georgia limits teachers' flexibility to purchase years of service. The ability to purchase time is important because defined benefit plans' retirement eligibility and benefit payments are often tied to the number of years a teacher has worked. Georgia's plan allows teachers to purchase time for previous teaching experience, up to 10 years. While better than not allowing any purchase at all, this provision disadvantages teachers who move to Georgia with more teaching experience. In addition, this purchase is not allowed until teachers have six years of service in Georgia at which point they may only buy one year of service credit and then may purchase an additional year for each additional year served in Georgia. This makes the purchase cost much more expensive than if calculated earlier in a teacher's career.

The state's plan does not allow for the purchase of approved leaves of absence, which is a tremendous disadvantage, especially to any teacher who needs to take a leave for personal reasons such as maternity or paternity care. However, teachers with at least 25 years of service may purchase up to three years of additional service at the time of retirement.

Supporting Research

Teachers' Retirement System of Georgia, Member's Guide

http://www.trsga.com/media/168591/22997_teachersguide.pdf

RECOMMENDATION

■ Offer teachers a pension plan that is fully portable, flexible and fair.

Georgia should offer teachers for their mandatory pension plan the option of either a defined contribution plan or a fully portable defined benefit plan, such as a cash balance plan. A well-structured defined benefit plan could be a suitable option among multiple plans. However, as the sole option, defined benefit plans severely disadvantage mobile teachers and those who enter the profession later in life. Because some teachers in Georgia participate in Social Security, they are required to contribute to two defined benefit-style plans. Those teachers who do not participate in Social Security have no fully portable retirement benefits that would move with them in the event they leave the system.

■ Increase the portability of its defined benefit plan.

If Georgia maintains its defined benefit plan, it should allow teachers that leave the system to withdraw employer contributions. The state should also allow teachers to purchase their full amount of previous teaching experience upon the first day of employment, allow the purchase of parental leaves, and decrease the vesting requirement to year three. A lack of portability is a disincentive to an increasingly mobile teaching force.

■ Offer a fully portable supplemental retirement savings plan.

If Georgia maintains its defined benefit plan, it should allow teachers that leave the system to withdraw employer contributions. The state should also allow teachers to purchase their full amount of previous teaching experience upon the first day of employment, allow the purchase of parental leaves, and decrease the vesting requirement to year three. A lack of portability is a disincentive to an increasingly mobile teaching force.

GEORGIA RESPONSE TO ANALYSIS

Georgia asserted: "If the goal is to retain teachers, then why put a plan in place that makes it easy for teachers to leave the system by allowing them the ability to take all the funds contributed on their behalf with them? Also, many of those who leave and withdraw their funds do not place the funds into a retirement or savings plan, but instead spend the funds on items other than retirement - ultimately requiring government and taxpayer assistance as they age with no secure retirement income."

The state maintained that 10-year vesting is not a deterrent to teacher retention. If teachers know that they will have to stay in the profession at least 10 years to be entitled to any benefits (retirement, disability or death-in-service), they will strive to achieve that milestone and, hopefully, more to be eligible for the benefits. Changing the vesting period from 10 years to three years will increase the system's liabilities, which is inconsistent with the recommendation in Goal 4-H of maintaining the system's current funding level. Georgia added that a shorter vesting period, such as five years, could be beneficial to recruiting individuals into the profession, especially those who are looking for a second career (retired business professional or retired military personnel).

In addition, Georgia contended that the recommendation in Goal 3-D that the state should extend the minimum probationary period for tenure from three years to five years, which would allow for the accumulation of sufficient data on teacher effectiveness to support meaningful tenure decisions, is inconsistent with the suggested three-year vesting period.

The state continued: "NCTQ believes that if a teacher is able to withdraw both employee and employer contributions from their old retirement system, the funds will be sufficient to purchase all their years of service with the new system and be cost neutral to the new system. In order for the purchase of service to be 'cost neutral', the amount paid by the teacher must be the equivalent of the increased benefits the teacher will receive in retirement with the additional service credits. This is referred to as the full actuarial cost and it is far greater than just the employee and employer contributions with interest. Very few individuals, if any, would have the funds available to them to purchase this service at full actuarial cost, particularly on their first day of employment."

Finally, Georgia stated that the notion that teachers who do not have Social Security coverage have no portable retirement benefits is false. Sixty-five to 70 percent of all teachers in Georgia have Social Security coverage. In most cases, those teachers who do not have Social Security coverage have available to them a 403(b) style of retirement plan funded by their employer in addition to the state retirement plan.

LAST WORD

NCTQ believes that offering teachers a portable, flexible retirement plan is part of treating teachers as professionals and increasing the value of their compensation. NCTQ does not advocate for teachers to cash out their plans rather than roll them into an acceptable retirement plan; such actions would not only incur tax penalties but place individuals' future financial security at risk. However, NCTQ maintains that it should be the individual teacher's professional choice. Providing teachers seven or eight years into their careers with no portable retirement savings does not contribute to future retirement security or reduce the burden to taxpayers. The risk to the taxpayers is already a factor: They are currently required to contribute excessive amounts to the defined benefit system (see Goal 4-H).

Georgia admits that a five-year vesting period may be beneficial to recruiting individuals into the profession. A three-year vesting could do the same for other individuals, such as spouses of military or university faculty who know they may be more mobile during their career. A 10 year vesting period may encourage the ninth-year teacher to stay until the 10th year, but it does not help the third-year teacher stay until the fourth-year and beyond. Teacher turnover between years three and five is problematic throughout the country.

NCTQ contends that individuals that have access to employer contributions will be better able than individuals with only their own contributions to purchase service at the full actuarial cost.

Vesting and tenure are not related benchmarks in a teacher's career. Vesting grants an employee full access to retirement and possibly other benefits. NCTQ would advocate that teachers vest immediately

in an employer matching contribution, but that may require burdensome paperwork to the systems. Three years of service is a mark that teachers have given service to the system, moved passed the initial turn over period and are fully initiated into a school. It is fair to provide them with further compensation in the form of retirement benefits. Tenure grants an employee due process rights associated with nonprobationary status and needs to be tied to effectiveness. Five years allows a state to collect the necessary data. A teacher may be determined to be ineffective and not granted tenure at the five year mark; this does not mean that the teacher should be deprived of five years of retirement benefits. Other professions, such as university faculty, do not tie tenure to retirement benefits.

NCTQ also maintains that teachers in Georgia without Social Security coverage do not have a guaranteed retirement plan that is fully portable. Optional 403(b) plans are set-up at the discretion of each employer and do not contain a guaranteed employer contribution.

Figure 108
Pension Glossary

Accrued Liability: The value of a pension plan's promised benefits calculated by an actuary (actuarial valuation), taking into account a set of investment and benefit assumptions to a certain date.

Actuarial Valuation: In a pension plan, this is the total amount needed to meet promised benefits. A set of mathematical procedures is used to calculate the value of benefits to be paid, the funds available and the annual contribution required.

Amortization Period: The gradual elimination of a liability, such as a mortgage, in regular payments over a specified period of time.

Benefit Formula: Formula used to calculate the amount teachers will receive each month after retirement. The most common formula used is (years of service x final average salary x benefit multiplier). This amount is divided by 12 to calculate monthly benefits.

Benefit Multiplier: Multiplier used in the benefit formula. It, along with years of service, determines the total percentage of final average salary that a teacher will receive in retirement benefits. In some plans, the multiplier is not constant, but changes depending upon retirement age and/or years of service.

Defined Benefit Plan: Pension plan that promises to pay a specified amount to each person who retires after a set number of years of service. Employees contribute to them in some cases; in others, all contributions are made by the employer.

Defined Contribution Plan: Pension plan in which the level of contributions is fixed at a certain level, while benefits vary depending on the return from investments. Employees make contributions into a tax-deferred account, and employers may or may not make contributions. Defined contribution pension plans, unlike defined benefit pension plans, give the employee options of where to invest the account, usually among stock, bond and money market accounts.

Lump-sum Withdrawal: Large payment of money received at one time instead of in periodic payments. Teachers leaving a pension plan may receive a lump-sum distribution of the value of their pension.

Normal Cost: The amount necessary to fund retirement benefits for one plan year for an individual or a whole pension plan.

Pension Wealth: The net present value of a teacher's expected lifetime retirement benefits.

Purchasing Time: A teacher may make additional contributions to a pension system to increase service credit. Time may be purchased for a number of reasons, such as professional development leave, previous out-of-state teaching experience, medical leaves of absence or military service.

Service Credit/Years of Service: Accumulated period of time in years or partial years for which a teacher earned compensation subject to contributions.

Supplemental Retirement Plan: An optional plan to which teachers may voluntarily make tax-deferred contributions in addition to their mandatory pension plans. Employees are usually able to choose their rate of contribution up to a maximum set by the IRS; some employers also make contributions. These plans are generally in the form of 457 or 403(b) programs.

Vesting: Right an employee gradually acquires by length of service to receive employer-contributed benefits, such as payments from a pension fund.

Sources: Barron's Dictionary of Finance and Investment Terms, Seventh Edition; California State Teachers' Retirement System <http://www.calstrs.com/Members/Defined%20Benefit%20Program/glossary.aspx>; Economic Research Institute, <http://www.eridlc.com/resources/index.cfm?fuseaction=resource.glossary>

Figure 109

What type of pension systems do states offer teachers?

	Defined benefit plan only	Defined benefit plan with defined contribution supplemental plan	Hybrid plan ¹	CHOICE OF DEFINED BENEFIT OR DEFINED CONTRIBUTION PLAN	DEFINED CONTRIBUTION PLAN ONLY
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California ²	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GEORGIA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana ³	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio ⁴	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon ⁵	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina ⁶	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah ⁷	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vermont	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington ⁸	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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1



EXAMPLES OF BEST PRACTICE

Alaska provides a fair and flexible defined contribution pension plan for all teachers. This plan is also highly portable, as teachers are entitled to 100 percent of employer contributions after five years of service. **South Dakota**'s defined benefit plan has some creative provisions, which makes it more like a defined contribution plan. Most notably, teachers are able to withdraw 85 percent of their employer contributions after three years of service. In addition, **Florida, Ohio, South Carolina** and **Utah** are noteworthy for offering teachers a choice between a defined benefit or hybrid plan and a defined contribution plan.

1. A hybrid plan has components of both a defined benefit plan and a defined contribution plan.

2. California offers a small cash balance component but ended most of the funding to this portion as of January 1, 2011.

3. Indiana also offers a supplemental defined contribution plan.

4. Ohio also offers the option of a hybrid plan and offers a supplemental defined contribution plan.

5. Oregon also offers a supplemental defined contribution plan.

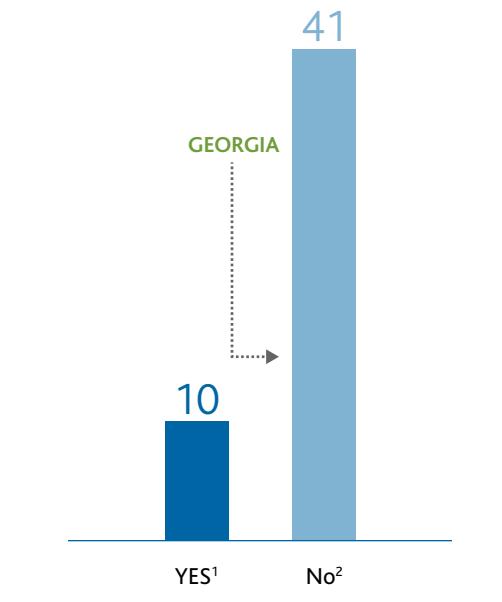
6. South Carolina also offers a supplemental defined contribution plan.

7. Utah offers a choice between a defined contribution or a hybrid plan.

8. Washington offers a choice between a defined benefit or a hybrid plan.

Figure 110

Do states offer teachers an option other than a nonportable defined benefit plan?



1. Strong Practice: Alaska, Florida, Indiana, Michigan, Ohio, Oregon, South Carolina, South Dakota, Utah, Washington

2. Alabama, Arizona, Arkansas, California, Colorado³, Connecticut, Delaware, District of Columbia, Georgia, Hawaii³, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Texas, Vermont, Virginia, West Virginia, Wisconsin, Wyoming

3. Although not fully portable, the state's defined benefit plan has some notable portability provisions.

Figure 111

How many years before teachers vest?

	3 YEARS OR LESS	4 to 5 years	6 to 9 years	10 years
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida ²	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GEORGIA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hawaii ³	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa ³	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio ⁴	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon ⁵	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina ⁶	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington ⁷	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 29 3 16

Figure 111

1. For teachers who join the system on or after January 1, 2012.
2. Florida's defined benefit plan does not vest until year eight; teachers vest in the state's defined contribution plan after one year.
3. For teachers who join the system on or after July 1, 2012.
4. Ohio's defined benefit plan does not vest until year five; teachers vest in the state's defined contribution plan after one year.
5. Oregon offers a hybrid plan in which teachers vest immediately in the defined contribution component and vest in the defined benefit component after five years.
6. South Carolina's defined benefit plan does not vest until year five; teachers vest immediately in the state's defined contribution plan.
7. Based on Washington's Plan 2. The state also offers a hybrid plan in which teachers vest immediately in the defined contribution component and vest in the defined benefit component after 10 years.

Figure 112

What funds do states permit teachers to withdraw from their defined benefit plans if they leave after five years?¹

	Less than their own contribution	Only their own contribution	Their own contribution plus interest	Their own contribution and part of the employer contribution plus interest	Their own contribution and full employer contribution plus interest
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska ²	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California ³	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GEORGIA	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa ⁴	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan ⁵	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada ⁶	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio ⁷	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon ⁸	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina ⁹	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah ¹⁰	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington ¹¹	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 5 34 6 1

1. States' withdrawal policies may vary depending on a teacher's years of service. Year five is used as a common point of comparison.

2. As of July 1, 2006, Alaska only offers a defined contribution plan to new members, which allows teachers leaving the system after five years to withdraw 100 percent of the employer contribution.

3. California has a defined benefit plan with a small cash balance component, which allows exiting teachers to withdraw their contributions and any employer contributions plus earnings from their cash balance component, regardless of their actions regarding their defined benefit account.

4. Once vested, Iowa teachers may withdraw an employer match equal to one-thirtieth of their years of service. Effective July 1, 2012 teachers vest at seven years of service, so a teacher leaving at year five would not be entitled to any employer contribution.

5. Michigan only offers a hybrid plan. Exiting teachers may withdraw their own contributions and accrued earnings immediately and the employer contributions to the defined contribution component once vested at year four. Michigan teachers may withdraw their own contributions and accrued interest from the defined benefit component but may not withdraw the employer contribution.

6. Most teachers in Nevada fund the system by salary reductions or forgoing pay raises and thus do not have direct contributions to withdraw. The small minority that are in a contributory system may withdraw their contributions plus interest.

7. Ohio has two other pension plans. Ohio's defined contribution plan allows teachers with at least one year of service who are leaving the system to withdraw 100 percent of the employer contribution. Exiting teachers with at least five years of experience in Ohio's combination plan may withdraw their employee-funded defined contribution component and the present value of the benefits offered in the defined benefit component.

8. Oregon only has a hybrid retirement plan, which allows exiting teachers to withdraw their contributions plus earnings from their defined contribution component; they still receive the employer-funded defined benefit payments at retirement age.

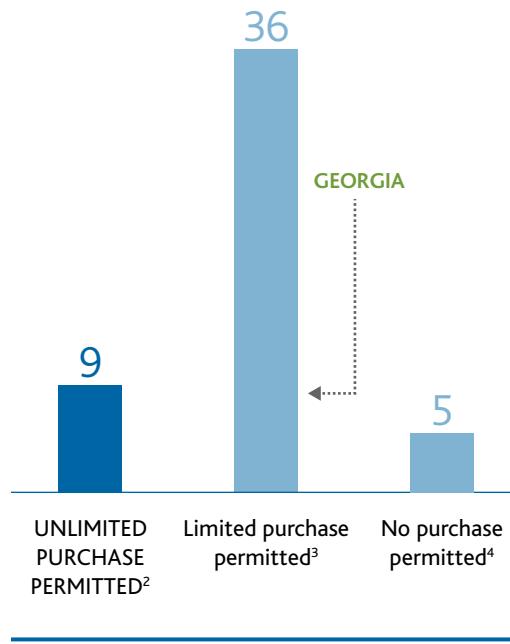
9. South Carolina also has a defined contribution plan, which allows exiting teachers to withdraw 100 percent of their contributions and employer contributions, plus earnings.

10. Utah offers a hybrid pension plan, which only has employee contributions when the costs exceed the guaranteed employer contribution. When costs are less than the employer contribution, the excess is contributed to the employee account and refundable after vesting.

11. Washington also has a hybrid plan, which allows exiting teachers to withdraw their contributions plus earnings from their defined contribution component; they still receive the employer-funded defined benefit payments at retirement age.

Figure 113

Do states permit teachers to purchase time for previous teaching experience?¹



1. Purchasing time does not apply to defined contribution plans. In states that offer multiple plans or a hybrid plan, the graph refers to the state's defined benefit plan or the defined benefit component of its hybrid plan. Alaska only offers a defined contribution plan and is not included.

2. **Strong Practice:** California, Iowa, Kansas, Louisiana, New Hampshire, North Dakota, South Carolina, South Dakota, Utah

3. Alabama, Arizona, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Idaho, Illinois, Indiana, Kentucky, Maine, Maryland, Massachusetts, Mississippi, Missouri, Montana, Nebraska, Nevada, New Jersey, New Mexico, North Carolina, Ohio, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Texas, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

4. Hawaii, Michigan, Minnesota, New York, Oregon

Figure 114

Do states permit teachers to purchase time for leaves of absence?¹



1. Purchasing time does not apply to defined contribution plans. In states that offer multiple plans or a hybrid plan, the graph refers to the state's defined benefit plan or the defined benefit component of its hybrid plan. Alaska only offers a defined contribution plan and is not included.

2. **Strong Practice:** Alabama, California, Delaware, Illinois, Iowa, Maryland, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Carolina, South Dakota

3. Arizona, Connecticut, District of Columbia, Florida, Idaho, Indiana, Kentucky, Louisiana, Massachusetts, Montana, New Jersey, North Carolina, Oklahoma, Rhode Island, Vermont, Virginia, Washington, Wyoming

4. Arkansas, Colorado, Georgia, Hawaii, Kansas, Maine, Michigan, Mississippi, Nevada, New Hampshire, New Mexico, New York, Oregon, Pennsylvania, Tennessee, Texas, Utah, West Virginia, Wisconsin

Area 4: Retaining Effective Teachers

Goal H – Pension Sustainability

The state should ensure that excessive resources are not committed to funding teachers' pension systems.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should ensure that its pension system is financially sustainable, without excessive unfunded liabilities or an inappropriately long amortization period.
2. Mandatory employer and employee contribution rates should not be unreasonably high, as they reduce teachers' paychecks and commit district resources that could otherwise be spent on salaries or incentives.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 115

How States are Faring on Pension Sustainability

-  **3** Best Practice States
South Dakota, Tennessee, Wisconsin
-  **3** States Meet Goal
Alaska, District of Columbia↑, Florida
-  **6** States Nearly Meet Goal
Delaware↓, **GEORGIA**, New York, North Carolina, Washington, Wyoming↑
-  **9** States Partly Meet Goal
California↓, Idaho↓, Indiana, Iowa↓, Nebraska↓, Nevada↓, Oregon↓, Texas↓, Utah↓
-  **20** States Meet a Small Part of Goal
Alabama, Arizona, Colorado↓, Connecticut, Illinois↓, Kansas, Kentucky↓, Louisiana↓, Maine↓, Massachusetts↓, Michigan↓, Minnesota, Mississippi↓, New Hampshire↓, New Jersey↓, Rhode Island↓, South Carolina, Vermont↓, Virginia, West Virginia
-  **10** States Do Not Meet Goal
Arkansas↓, Hawaii↓, Maryland↓, Missouri↓, Montana↓, New Mexico, North Dakota↓, Ohio↓, Oklahoma, Pennsylvania↓

Progress on this Goal Since 2009:

↑ : 2 ↔ : 20 ↓ : 29



State Nearly Meets Goal



Progress Since 2009

ANALYSIS

As of June 30, 2009, the most recent date for which an actuarial valuation is available, Georgia's teacher pension system is 87.2 percent funded and has a 30-year amortization period. This means that if the plan earns its assumed rate of return and maintains current contribution rates, it would take the state 30 years to pay off its unfunded liabilities. Both levels are better than regulatory recommendations, and Georgia's system is financially sustainable according to actuarial benchmarks.

However, Georgia commits excessive resources toward its teachers' retirement system. The current employer contribution rate of 10.28 percent is too high, in light of the fact that some local districts must also contribute 6.2 percent to Social Security. While this rate allows the state to keep its system well funded and pay off liabilities, it does so at great cost, precluding Georgia from spending those funds on other, more immediate means to retain talented teachers. The mandatory employee contribution rate of 5.53 percent is reasonable. These rates are set to increase to 11.41 percent and 6 percent, respectively, for fiscal year 2012-2013.

Supporting Research

Teachers Retirement System of Georgia, Comprehensive Annual Financial Report, for the Fiscal Year Ended June 30, 2010
<http://www.trsga.com/media/250697/cafr2010--web%20version--entire%20report.pdf>

RECOMMENDATION

■ Avoid committing excessive resources to the pension system.

While the state meets actuarially benchmarks for a financially sustainable system, it does so at great cost, precluding Georgia from spending those funds on other, more immediate means to retain talented teachers. The state should consider decreasing employer contributions to allow the state and local districts to spend those funds on other recruitment and retention strategies. However, it must be careful to maintain its funding level to allow for protection during financial downturns.

GEORGIA RESPONSE TO ANALYSIS

Georgia provided updated information that as of June 30, 2010, the state's teacher pension system is 85.89 percent funded and has a 30-year amortization period.

The state also contended that the recommendation is a paradox. The Georgia Teachers Retirement System cannot lower employer contributions and at the same time maintain its current funding ratio and decrease the amortization period. To reduce the amortization period and maintain the funded ratio, the system would have to increase the amount of contributions it receives.

LAST WORD

At the time of publication, the 2010 valuation had not been published, so NCTQ has relied on publicly available information.

NCTQ realizes that pension payments place a strain on budgets and that maintaining a financially solvent system can create difficult situations. Georgia is unique in that some districts participate in Social Security and some do not. Its current contribution rate is fair for those districts that do not participate, but can be burdensome for those districts that do participate, mandating that they contribute over 16 percent (close to 18 percent in FY '12-'13) to teachers' retirement. The solution to the paradox lies in more systemic changes, such as those discussed in Goals 4-G and 4-I.

Figure 116

Do state pension systems meet standard benchmarks for financial health?

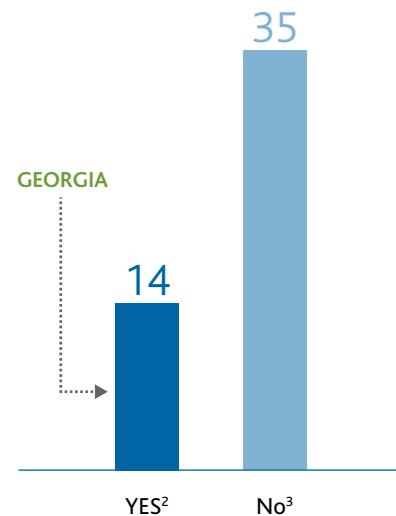


EXAMPLES OF BEST PRACTICE

South Dakota, Tennessee and Wisconsin provide financially sustainable pension systems without committing excessive resources. The systems in these states are fully funded without requiring excessive contributions from teachers or school districts.

Figure 117

*Are state pension systems financially sustainable?*¹



1. Cannot be determined for Michigan or Utah, which recently opened new systems.

2. **Strong Practice:** Alaska, Delaware, District of Columbia, Florida, Georgia, Indiana⁴, Nebraska, New York, North Carolina, Oregon, South Dakota, Tennessee, Washington, Wisconsin

3. Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Texas, Vermont, Virginia, West Virginia, Wyoming

4. Based on Indiana's current plan only.

Figure 116

1. The amortization period is set to be under 30 years; however, the amortization period is not determined because the state is not meeting its annual required contribution.

2. Michigan opened a new system in July 2010.

3. Utah opened a new system in July 2011.

Figure 118
Real Rate of Return

The pension system funding levels reported here are based on each state's individual actuarial valuation, which use a series of varying assumptions. One of these assumptions concerns rate of return, which greatly affects a system's funding level. If investment returns fall short of assumptions, the fund will have a deficit; if returns are greater than expected, the fund will have a surplus. Higher assumed rates involve more risk, while rates closer to inflation (typically in the 3-5 percent range) are safer.

Most state pension funds assume a rate between 7.5 percent and 8.25 percent. A state using a 7.5 percent rate will report a lower funding level than if it had used 8.25 percent, even though its liabilities remain the same. Many states report that they do meet or exceed an eight percent rate of return over the life of the plan.

However, some economists argue that states' assumed rates of return are too high, and should instead be closer to four percent. They caution that the risk associated with states' higher rates is borne by taxpayers, with the result that tax rates rise to fund pension deficits. A rate closer to four percent would make the vast majority of the nation's pension systems less than 50 percent funded. In light of the current market situation, the debate over the rate of return is particularly timely. With no current consensus by experts or policymakers, NCTQ used states' self-reported numbers rather than recalculate all funding levels based on a standard rate of return. Considering how many states' systems NCTQ found in questionable financial health without using the lower rates some economists prefer, it is clear this is an issue that demands policymakers' attention.

Figure 119

1. Alaska has only a defined contribution pension system.
2. Indiana's current plan is 94.7 percent funded. However, when the current plan is combined with its closed plan, the funding level drops to 44.3 percent.

Figure 119
How well funded are state pension systems?



Figure 120

What is a reasonable rate for pension contributions?

- 4-7 percent each for teachers and districts in states participating in Social Security
- 10-13 percent each for teachers and districts in states not participating in Social Security

Analysts generally agree that workers in their 20's with no previous retirement savings should save, in addition to Social Security contributions, about 10-15 percent of their gross income in order to be able to live during retirement on 80 percent of the salary they were earning when they retired. While the recommended savings rate varies with age and existing retirement savings, NCTQ has used this 10-15 percent benchmark as a reasonable rate for its analyses. To achieve a total savings of 10-15 percent, teacher and employer contributions should each be in the range of 4-7 percent. In states where teachers do not participate in Social Security, the total recommended retirement savings (teacher plus employer contributions) is about 12 percent higher to compensate for the fact that these teachers will not have Social Security income when they retire. In order to achieve the appropriate level of total savings, teacher and employer contributions in these states should each be in the range of 10-13 percent.

Sources:

http://www.schwab.com/public/schwab/resource_center/expert_insight/retirement_strategies/planning/how_much_should_you_save_for_retirement_play_the_percentages.html
<https://personal.vanguard.com/us/insights/retirement/saving/set-retirement-goals>

Figure 121

What are the current employer¹ contribution rates to state pension systems?

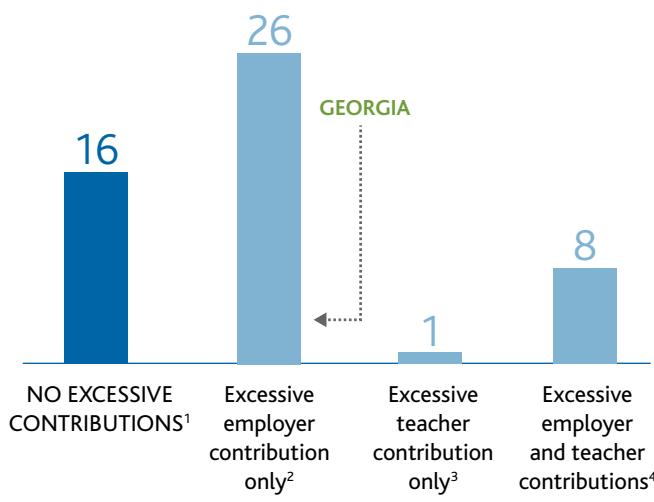


Figure 121

1. The employer contribution rate includes the contributions of both school districts and state governments, where appropriate.
2. The contribution rate is set to increase in future years. Some school districts in Georgia do not contribute to Social Security.
3. The contribution rate is set to increase in future years.
4. Michigan opened a new system in July 2010 and employer contributions are not yet reported.
5. New Jersey reports its contributions as a flat dollar amount, and a percentage could not be calculated.
6. The contribution rate is set to increase in future years. Most, but not all, school districts in Rhode Island contribute to Social Security.
7. The contribution rate is set to decrease in 2012.

Figure 122

Do states require excessive contributions to their pension systems?



1. Strong Practice: Alaska, California, Colorado, District of Columbia, Florida, Illinois, Indiana, Minnesota, Nevada, New Jersey⁵, South Dakota, Tennessee, Texas, Vermont, Wisconsin, Wyoming

2. Alabama, Arkansas, Connecticut, Delaware, Georgia, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Montana, New Hampshire, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, South Carolina, Utah, Virginia, Washington, West Virginia

3. Michigan⁶

4. Arizona, Hawaii, Mississippi, Missouri, Nebraska, New Mexico, Pennsylvania, Rhode Island

5. While not excessive, the employer and state contribution are quite low. The most recent total employer contribution was only 5.4 percent of the actuarially-determined annual required contribution.

6. Employer contribution rates to Michigan's new system have not yet been reported.

Figure 123

1. The contribution rate is set to increase in future years.
2. Teachers contribute 9.4 percent to the defined benefit component and are automatically enrolled to contribute 2 percent to the defined contribution component; teachers may change the latter rate.
3. The contribution rate is set to increase in 2012 and decrease in 2014.
4. Teachers share in the employer contribution through salary reductions or foregoing equivalent pay raises.
5. For teachers hired after July 1, 2011, the contribution ranges from 7.5-12.3 based on a variety of factors.
6. Teachers in the hybrid plan must make a mandatory contribution if the employer contribution does not cover system costs.
7. For the defined benefit plan; the rate varies for the defined contribution plan from a minimum of 5 percent.

Figure 123

How much do state pension systems require teachers to contribute?



Area 4: Delivering Well-Prepared Teachers

Goal I – Pension Neutrality

The state should ensure that pension systems are neutral, uniformly increasing pension wealth with each additional year of work.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The formula that determines pension benefits should be neutral to the number of years worked. It should not have a multiplier that increases with years of service or longevity bonuses.
2. The formula for determining benefits should preserve incentives for teachers to continue working until conventional retirement ages. Eligibility for retirement benefits should be based on age and not years of service.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 124

How States are Faring on Pension Neutrality

-  1 Best Practice State
Alaska
-  3 States Meet Goal
Illinois↑, Minnesota, New Jersey↑
-  8 States Nearly Meet Goal
Louisiana↑, Maine↑, Michigan↑, Ohio, Oregon, South Carolina, Utah↑, Washington
-  26 States Partly Meet Goal
Alabama, Arkansas, Colorado, Delaware, District of Columbia, Florida, **GEORGIA**, Hawaii↑, Idaho, Indiana, Kansas, Maryland, Montana, Nebraska, Nevada, New Mexico, North Carolina, North Dakota↑, Oklahoma↑, Pennsylvania, South Dakota, Tennessee, Texas, Virginia, West Virginia, Wisconsin
-  1 State Meets a Small Part of Goal
New Hampshire↑
-  12 States Do Not Meet Goal
Arizona, California, Connecticut, Iowa, Kentucky, Massachusetts, Mississippi, Missouri, New York, Rhode Island, Vermont↓, Wyoming

Progress on this Goal Since 2009:

↑ : 10 ↔ : 40 ↓ : 1



State Partly Meets Goal



Progress Since 2009

ANALYSIS

Georgia's pension system is based on a benefit formula that is not neutral, meaning that each year of work does not accrue pension wealth in a uniform way until teachers reach conventional retirement age, such as that associated with Social Security.

Teachers' retirement wealth is determined by their monthly payments and the length of time they expect to receive those payments. Monthly payments are usually calculated as final average salary multiplied by years of service multiplied by a set multiplier (such as 1.5). Higher salary, more years of service or a greater multiplier increases monthly payments and results in greater pension wealth. Earlier retirement eligibility with unreduced benefits also increases pension wealth, because more payments will be received.

To qualify as neutral, a pension formula must utilize a constant benefit multiplier and an eligibility timetable based solely on age, rather than years of service. Basing eligibility for retirement on years of service creates unnecessary and often unfair peaks in pension wealth, while allowing unreduced retirement at a young age creates incentives to retire early. Plans that change their multipliers for various years of service do not value each year of teaching equally. Therefore, plans with a constant multiplier and that base retirement on an age in line with Social Security are likely to create the most uniform accrual of wealth.

Georgia's pension plan is commended for utilizing a constant benefit multiplier of 2 percent; however, teachers may retire before standard retirement age based on years of service without a reduction in benefits. Teachers with 30 years of service may retire at any age, while other vested teachers with less than 30 years of service may not retire until age 60. Therefore, teachers who begin their careers at age 22 can reach 30 years of service by age 52, entitling them to eight additional years of unreduced retirement benefits beyond what other teachers would receive who may not retire until age 60. Not only are they being paid unreduced benefits by the state well before Social Security's retirement age, but these provisions, along with the state's early retirement with reduced benefits based on years of service, may also encourage effective teachers to retire early. They also fail to treat equally those teachers who enter the system at a later age and give the same amount of service.

Supporting Research

Teachers' Retirement System of Georgia, Member's Guide

http://www.trsga.com/media/168591/22997_teachersguide.pdf

RECOMMENDATION

■ End retirement eligibility based on years of service.

Georgia should change its practice of allowing teachers with 30 years of service to retire at any age with full benefits. If retirement at an earlier age is offered to some teachers, benefits should be reduced accordingly to compensate for the longer duration they will be awarded.

■ Align eligibility for retirement with unreduced benefits with Social Security retirement age.

Georgia allows all teachers to retire before conventional retirement age, some as young as 52. As life expectancies continue to increase, teachers may draw out of the system for many more years than they contributed. This is not compatible with a financially sustainable system (see Goal 4-H).

GEORGIA RESPONSE TO ANALYSIS

Georgia asserted that NCTQ appears to be advocating the establishment of a mandatory retirement age that aligns with Social Security eligibility. The state asked: "During a person's working career, they are paid based on their responsibilities, experience, performance and credentials. Why would you treat them differently in retirement by not basing their retirement on their years of service, but instead basing it on their age?"

Georgia continued: "It is ironic that the NCTQ concludes that a defined benefit plan treats its plan members differently by basing their benefits partially on years of service. Historically, the NCTQ has championed defined contribution plans as the preferred plan of retirement for teachers. This type of plan by design discriminates against women. All things being equal (age, salary, and years of service) between a male and a female teacher, the balance in their defined contribution account will be the same regardless of when they retire. This would meet the NCTQ's desire of neutrality, except for one fact. Women, on average, outlive men by at least three to five years which means that either they will deplete their defined contribution account and have no income for the last three to five years of their lives or they will have to live with less money than their male counterpart so their funds will last them longer until they die."

The state concluded that although the statement that a teacher can retire as early as the age of 52 is true, it is extremely misleading. In Georgia, the average age of teachers retiring with at least 25 years of service is 59, and the average age of teachers retiring with 10 to 25 years of service is 63.

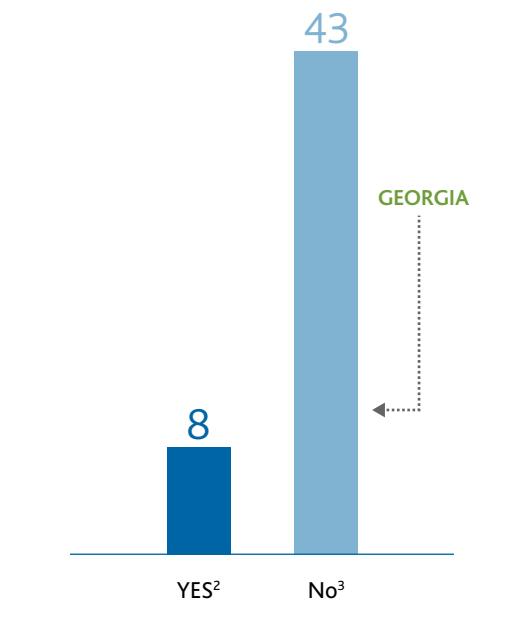
LAST WORD

NCTQ maintains that eligibility for retirement should be based on age. The retirement benefit formula may include years of service and final average salary as they represent compensation for a person's "responsibilities, experience, performance and credentials." However, when years of service is contained in eligibility requirements, teachers that entered teaching earlier in life will reach retirement eligibility based on years of service earlier than those who started later in life. Their pensions each month would be the same, but the person who started earlier would receive the benefit, on average, for a longer period of time and therefore have received a higher amount of total benefits, or total pension wealth.

Discrimination is a loaded word and not one that accurately describes NCTQ's recommendations. While it is true that women have a longer life span than men, this does not equate to a defined contribution plan discriminating against them. Each individual chooses how long he or she will work and when to retire. If individuals, female or male, feel that they need more money in their retirement account because of a long life expectancy, they can delay their retirement, especially since they believe they will live to enjoy many years after working. Gender is one of many factors, such as family medical history, that affects life expectancy. Looking purely at gender, by the state's own reasoning, the design of Georgia's current defined benefit system is biased against men because of their shorter life expectancy; perhaps that is a barrier to recruiting more men into the teaching profession. In addition, even with knowledge of a longer life expectancy, women could prefer a defined contribution plan for its other components. Women may value the ability to leave funds to their children and the defined contribution plans' portability, since women are more likely to move based on spouses' reassignments and lose money due to defined benefits high mobility cost.

Figure 125

*Do states base retirement eligibility on age, which is fair to all teachers?*¹



1. This only refers to determining retirement eligibility, not retirement benefits.

2. **Strong Practice:** Alaska, Illinois, Louisiana, Maine, Michigan, Minnesota, New Hampshire, New Jersey

3. Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Indiana, Iowa, Kansas, Kentucky, Maryland, Massachusetts, Mississippi, Missouri, Montana, Nebraska, Nevada, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, West Virginia, Washington, Wisconsin, Wyoming

Figure 126

1. All calculations are based on a teacher who starts teaching at age 22, earns a starting salary of \$35,000 that increases 3 percent per year, and retires at the age s/he is first eligible for unreduced benefits. The calculations use states' current benefit formulas and do not include cost of living increases. The final average salary was calculated as the average of the highest three years of salary, even though a few states may vary from that standard. Age 65 was used as a point of comparison because it is the minimum eligibility for unreduced Social Security benefits.
2. Does not apply to Alaska's defined contribution plan.
3. Minnesota provides unreduced retirement benefits at the age of full Social Security benefits or age 66, whichever comes first.
4. California's formula has many options for retirement. A teacher with 40 years of experience at age 62 would reach California's maximum allowable multiplier of 2.4 percent.
5. Age 60 is the earlier teachers hired on or after July 1, 2012 may retire. Teachers hired prior to this point may retire at age 55.
6. Massachusetts's formula has many options for retirement. A teacher with 35 years of experience at age 57 would reach Massachusetts's maximum allowable benefit of 80 percent.

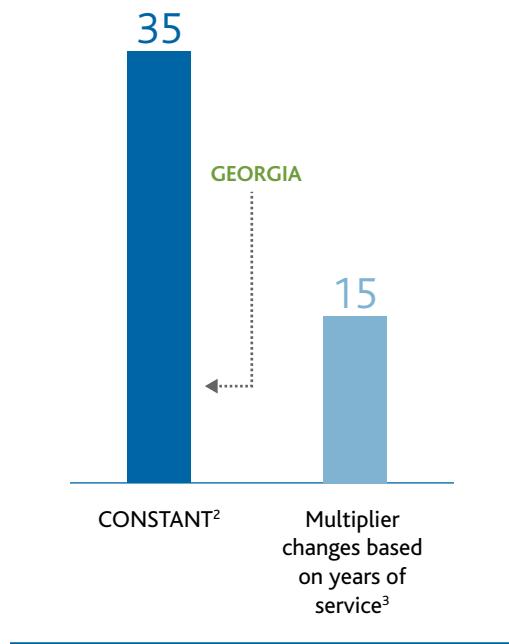
Figure 126

*How much do states pay for each teacher that retires with unreduced benefits at an early age?*¹

	Total amount in benefits paid per teacher from the time of retirement until age 65	Earliest retirement age that a teacher who started teaching at age 22 may receive unreduced benefits
Alaska ²		
Illinois	\$0	67
Maine	\$0	65
Minnesota ³	\$0	66
New Hampshire	\$0	65
New Jersey	\$0	65
Washington	\$0	65
Tennessee	\$238,654	52
Michigan	\$289,187	60
California ⁴	\$310,028	62
Indiana	\$317,728	55
Hawaii ⁵	\$337,385	60
Kansas	\$337,385	60
Oregon	\$361,536	58
North Dakota	\$385,583	60
Oklahoma	\$385,583	60
Maryland	\$413,808	56
Wisconsin	\$416,007	57
Rhode Island	\$430,013	59
New York	\$440,819	57
Texas	\$443,421	60
South Dakota	\$447,707	55
Virginia	\$468,982	56
Louisiana	\$481,979	60
Florida	\$485,257	55
Vermont	\$486,832	56
Montana	\$518,228	47
Connecticut	\$520,009	57
Utah	\$520,009	57
Iowa	\$551,428	55
Idaho	\$551,743	56
North Carolina	\$568,555	52
South Carolina	\$577,142	50
Nebraska	\$577,687	55
West Virginia	\$577,687	55
Delaware	\$577,927	52
District of Columbia	\$585,737	52
Massachusetts ⁶	\$594,296	57
GEORGIA	\$624,786	52
Mississippi	\$624,786	52
Alabama	\$625,747	47
Colorado	\$650,011	57
Pennsylvania	\$650,011	57
Wyoming	\$655,506	54
Arizona	\$664,340	55
Arkansas	\$681,789	50
Ohio	\$687,265	52
New Mexico	\$734,124	52
Nevada	\$780,983	52
Missouri	\$789,343	51
Kentucky	\$791,679	49

Figure 127

*What kind of multiplier do states use to calculate retirement benefits?*¹



1. Alaska has a defined contribution plan, which does not have a benefit multiplier.
2. **Strong Practice:** Alabama, Arkansas, Colorado, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Indiana, Kansas, Louisiana, Maine, Maryland, Michigan, Minnesota, Montana, Nebraska, Nevada, New Jersey, New Mexico, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin
3. Arizona, California, Connecticut, Florida, Iowa, Kentucky, Massachusetts, Mississippi, Missouri, New Hampshire, New York, Ohio, Rhode Island, Vermont, Wyoming



EXAMPLES OF BEST PRACTICE

Alaska offers a defined contribution pension plan that is neutral, with pension wealth accumulating in an equal way for all teachers for each year of work. In addition, **Illinois**, **Minnesota** and **New Jersey** offer a defined benefit plan with a formula multiplier that does not change relative to years of service and does not allow unreduced benefits for retirees below age 65. Illinois and New Jersey are further commended for ending their previous practices of allowing teachers to retire well before Social Security age without a reduction in benefits.

Figure 128

Double-Dipping: Cure the Disease, Not the Symptom

Benefit recipients in teacher pension plans have recently been under scrutiny for "double-dipping," when individuals receive a pension and salary at the same time. This can occur when teachers reach retirement eligibility, yet wish to keep working without losing pension wealth. Teachers can retire, start receiving their monthly benefits and then return to teaching. The restrictions on a teacher's ability to return to work vary from state to state. Policies can include waiting periods, limitations on earnings or restrictions to working in difficult-to-fill positions.

Some descriptions portray teachers working while collecting their pensions as greedy or somehow taking advantage, when in fact they are just following the system that is in place. When a teacher reaches retirement eligibility in a defined benefit system, her pension wealth peaks and, after that, wealth accrual slows or even decreases because every year a teacher delays retirement, she loses a year of pension benefits. For example, if a teacher could retire with 60 percent of her salary at age 56, then every year she teaches past that point she is, in effect, working for only 40 percent of her pay because she is not receiving her pension. This puts relatively young teachers and the districts who wish to retain them in a difficult position. Districts want to keep effective teachers in schools, but the financial reality for teachers is hard to pass up.

Retirees returning to work are also an issue for defined benefit pension system funding because contributions are not being made to the system that would be made if those positions were held by non-retirees. This adds to the funding imbalances that many states' defined benefit systems face.

Some states have created Deferred Retirement Option Plans (DROP) in which retirees can have their benefits placed in a savings account while they return to work and, once they retire again, they can receive the lump sum in their DROP accounts and resume their monthly benefits.

Returning to work would not be a large policy issue if systems did not allow teachers to retire with unreduced benefits at such relatively young ages and if pension wealth accrual were more neutral. An effective teacher should be able to keep teaching and at the same time know that her pension wealth will not erode. More systemic fixes—like the ones outlined in the *Yearbook*—are needed. Calls to prohibit double-dipping are not addressing the real problem.

Area 5: Exiting Ineffective Teachers

Goal A – Licensure Loopholes

The state should close loopholes that allow teachers who have not met licensure requirements to continue teaching.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. Under no circumstances should a state award a standard license to a teacher who has not passed all required subject-matter licensing tests.
2. If a state finds it necessary to confer conditional or provisional licenses under limited and exceptional circumstances to teachers who have not passed the required tests, the state should ensure that requirements are met within one year.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 129

How States are Faring on Closing Licensure Loopholes

 4	Best Practice States Colorado, Illinois↑, Mississippi, New Jersey
 4	States Meet Goal Nevada, New Mexico, South Carolina, Virginia
 13	States Nearly Meet Goal Alabama, Arkansas, Connecticut, District of Columbia, GEORGIA , Kentucky↑, Massachusetts, North Dakota, Ohio, Oklahoma↑, Rhode Island↑, Utah↑, West Virginia
 2	States Partly Meet Goal Iowa, Wyoming
 2	States Meet a Small Part of Goal Michigan, Vermont
 26	States Do Not Meet Goal Alaska, Arizona, California, Delaware, Florida, Hawaii, Idaho, Indiana, Kansas, Louisiana, Maine, Maryland, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New York, North Carolina, Oregon, Pennsylvania, South Dakota, Tennessee, Texas, Washington, Wisconsin

Progress on this Goal Since 2009:

↑ : 5 ↔ : 46 ↓ : 0



State Nearly Meets Goal



Progress Since 2009

ANALYSIS

Georgia allows one-year waiver certificates to be issued at the request of an employing school system to individuals who have not satisfied all certification requirements, including content assessments. To be eligible for a waiver certificate, the applicant must have a bachelor's degree, a cumulative GPA of 2.5 or higher and adequate time to complete requirements within one year. The waiver certificate is valid for one year and may not be renewed.

Supporting Research

Georgia Professional Standards Commission Rule 505-2-07

RECOMMENDATION

- **Ensure that all teachers pass required subject-matter licensing tests before they enter the classroom.**

While Georgia's policy minimizes the risks brought about by having teachers in classrooms who lack sufficient or appropriate subject-matter knowledge by offering waiver certificates for one year only, the state could take its policy a step further and require all teachers to meet subject-matter licensure requirements prior to entering the classroom.

GEORGIA RESPONSE TO ANALYSIS

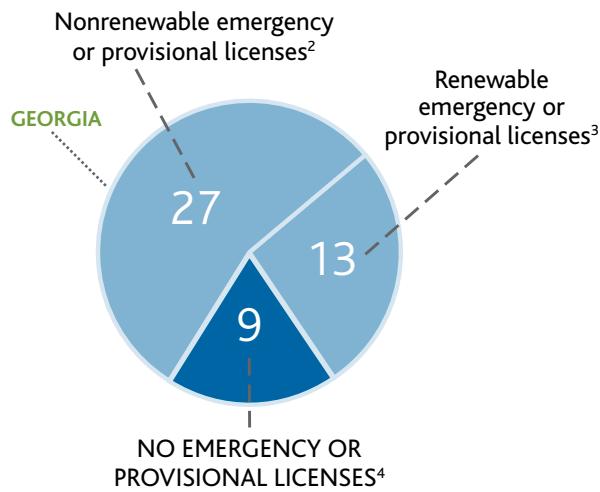
Georgia recognized the factual accuracy of this analysis.

★ EXAMPLES OF BEST PRACTICE

Colorado, Illinois, Mississippi, and New Jersey require all new teachers to pass all required subject-matter tests as a condition of initial licensure.

Figure 130

Do states still award emergency licenses?¹



1. Not applicable to Montana and Nebraska, which do not require subject matter testing.

2. Alabama, Alaska, Arkansas, California, Connecticut, Delaware, District of Columbia, Florida, Georgia, Idaho, Iowa, Kansas, Kentucky, Maryland, Massachusetts, New Hampshire, New York, North Carolina, North Dakota⁵, Ohio⁵, Oklahoma, Oregon, Rhode Island, Vermont, Washington, West Virginia, Wyoming

3. Arizona, Hawaii, Indiana, Louisiana, Maine, Michigan, Minnesota, Missouri, Pennsylvania, South Dakota, Tennessee, Texas, Wisconsin

4. **Strong Practice:** Colorado, Illinois, Mississippi, Nevada, New Jersey, New Mexico, South Carolina, Utah, Virginia

5. License is renewable, but only if licensure tests are passed.

Figure 131

How long can new teachers practice without passing licensing tests?

	NO DEFERRAL	Up to 1 year	Up to 2 years	3 years or more (or unspecified)
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GEORGIA	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa ¹	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana ²	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska ³	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah ⁴	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming ⁵	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 131

1. Iowa only requires subject-matter testing for elementary teachers.
2. Montana does not require subject-matter testing.
3. Nebraska does not require subject-matter testing.
4. There is a potential loophole in Utah, as alternate route teachers appear able to delay passage of subject-matter tests.
5. Wyoming only requires subject-matter testing for elementary and social studies teachers.

Area 5: Exiting Ineffective Teachers

Goal B – Unsatisfactory Evaluations

The state should articulate consequences for teachers with unsatisfactory evaluations, including specifying that teachers with multiple unsatisfactory evaluations should be eligible for dismissal.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that all teachers who receive a single unsatisfactory evaluation be placed on an improvement plan, whether or not they have tenure.
2. The state should require that all teachers who receive two consecutive unsatisfactory evaluations or two unsatisfactory evaluations within five years be formally eligible for dismissal, whether or not they have tenure.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 132

How States are Faring on Consequences for Unsatisfactory Evaluations

 2	Best Practice States Illinois↑, Oklahoma
 11	States Meet Goal Alaska, Arkansas↑, Colorado↑, Delaware↑, Florida, Indiana↑, Louisiana, New Mexico, New York↑, Rhode Island↑, Washington
 6	States Nearly Meet Goal GEORGIA , Hawaii, Michigan↑, North Carolina, South Carolina, Texas
 13	States Partly Meet Goal California, Connecticut, Iowa, Massachusetts↑, Minnesota↑, Mississippi, Missouri, Nevada↑, Oregon, Pennsylvania, Tennessee↑, Utah, West Virginia
 5	States Meet a Small Part of Goal Arizona, Idaho↑, Ohio↑, Virginia, Wyoming↑
 14	States Do Not Meet Goal Alabama↓, District of Columbia, Kansas, Kentucky, Maine, Maryland, Montana, Nebraska, New Hampshire, New Jersey, North Dakota, South Dakota, Vermont, Wisconsin

Progress on this Goal Since 2009:

↑ : 15 ↔ : 35 ↓ : 1



State Nearly Meets Goal



Progress Since 2009

ANALYSIS

Georgia instructs local districts to place teachers receiving unsatisfactory evaluations on professional development plans. The state also requires that a teacher who receives two unsatisfactory evaluations within a five-year period after issuance of a valid teacher license not be permitted to receive a renewable certificate.

However, state policy does not explicitly direct the district to make such teachers eligible for dismissal and allows the district to issue a one-year nonrenewable waiver certificate. Interestingly, the state also requires local districts to report, to a state-operated central clearinghouse, information about those teachers who have received a negative evaluation and those who are on an improvement plan.

Supporting Research

Georgia Code 20.2.210 (a)

Standard Renewal Requirements, 505-2-.24

<http://www.gapsc.com/Rules/Current/Certification/505-2-.024.pdf>

RECOMMENDATION

■ Make eligibility for dismissal a consequence of unsatisfactory evaluations.

Georgia is commended for requiring that all teachers who receive an unsatisfactory evaluation, regardless of whether they have tenure, be placed on an improvement plan. However, the state should strengthen its policy and explicitly require that all teachers who receive two consecutive unsatisfactory evaluations or have two unsatisfactory evaluations within five years be formally eligible for dismissal.

GEORGIA RESPONSE TO ANALYSIS

Georgia recognized the factual accuracy of this analysis.

Figure 133

What are the consequences for teachers who receive unsatisfactory evaluations?

	IMPROVEMENT PLAN AFTER A SINGLE UNSATISFACTORY RATING	ELIGIBLE FOR DISMISSAL AFTER MULTIPLE UNSATISFACTORY RATINGS	Other consequences	No articulated consequences
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GEORGIA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ¹	<input type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ²	<input type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ³
Missouri	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ⁴	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/> ⁵	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ⁶	<input type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Utah	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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8

17

1. Teachers could face nonrenewal based on evaluation results, but it is not clear that a teacher is eligible for dismissal after multiple unsatisfactory evaluations.

2. While results of evaluations may be used in dismissal decisions, there are no specific criteria for a teacher's eligibility for dismissal.

3. Improvement plans are only used for teachers in identified "Schools At Risk." Those same teachers are also eligible for dismissal for multiple unsatisfactory evaluations.

4. A teacher reverts to probationary status after two consecutive years of unsatisfactory evaluations, but it is not clear that a teacher is eligible for dismissal.

5. Teachers in low performing schools can be dismissed after one negative rating.

6. Local school boards must include procedures for using evaluation results for the removal of poorly performing teachers.

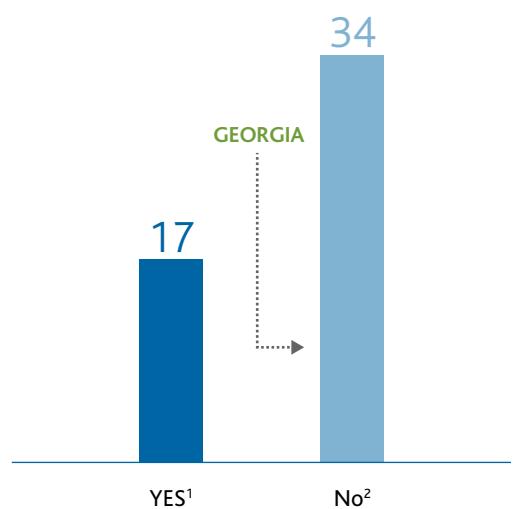


EXAMPLES OF BEST PRACTICE

Illinois and **Oklahoma** both require that teachers who receive unsatisfactory evaluations be placed on improvement plans. Teachers in Illinois are then evaluated three times during a 90-day remediation period and are eligible for dismissal if performance remains unsatisfactory. In addition, new legislation in Illinois allows districts to dismiss a teacher without going through the remediation process if that teacher has already completed a remediation plan but then receives an unsatisfactory rating within the next three years. Oklahoma's improvement plan may not exceed two months, and if performance does not improve during that time, teachers are eligible for dismissal.

Figure 134

Do states specify that all teachers with multiple unsatisfactory evaluations are eligible for dismissal?



1. **Strong Practice:** Alaska, Arkansas, Colorado, Delaware, Florida, Hawaii, Illinois, Indiana, Louisiana, Michigan, New Mexico, New York, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Washington

2. Alabama, Arizona, California, Connecticut, District of Columbia, Georgia, Idaho³, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada⁴, New Hampshire, New Jersey, North Carolina, North Dakota, Ohio, Oregon, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin, Wyoming

3. Teachers could face nonrenewal based on evaluation results, but it is not clear that a teacher is eligible for dismissal after multiple unsatisfactory evaluations.

4. A teacher reverts to probationary status after two consecutive years of unsatisfactory evaluations, but it is not clear that a teacher is eligible for dismissal.

Area 5: Exiting Ineffective Teachers

Goal C – Dismissal for Poor Performance

The state should articulate that ineffective classroom performance is grounds for dismissal and ensure that the process for terminating ineffective teachers is expedient and fair to all parties.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should articulate that teachers may be dismissed for ineffective classroom performance.
2. A teacher who is terminated for poor performance should have an opportunity to appeal. In the interest of both the teacher and the school district, the state should ensure that this appeal occurs within a reasonable time frame.
3. There should be a clear distinction between the process and accompanying due process rights for teachers dismissed for classroom ineffectiveness and the process and accompanying due process rights for teachers dismissed or facing license revocation for felony or morality violations or dereliction of duties.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 135

How States are Faring in Dismissal for Poor Performance

 1	Best Practice State Oklahoma↑
 2	States Meet Goal Florida↑, Indiana↑
 6	States Nearly Meet Goal Colorado↑, Illinois↑, Michigan↑, New York↑, Rhode Island↑, Tennessee↑
 8	States Partly Meet Goal Arizona↑, Delaware↑, Hawaii↑, Massachusetts↑, Nevada↑, Ohio↑, Wisconsin, Wyoming↑
 4	States Meet a Small Part of Goal Louisiana, New Hampshire, Virginia, West Virginia
 30	States Do Not Meet Goal Alabama, Alaska, Arkansas, California, Connecticut, District of Columbia, GEORGIA , Idaho, Iowa, Kansas, Kentucky, Maine, Maryland, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Jersey, New Mexico, North Carolina, North Dakota, Oregon, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Washington

Progress on this Goal Since 2009:

↑ : 16 ↔ : 35 ↓ : 0



State Does Not Meet Goal



Progress Since 2009

ANALYSIS

In Georgia, tenured teachers who are terminated may appeal multiple times. After receiving written notice of dismissal, the teacher has 20 days to request a hearing before the local school board or a tribunal. The teacher then has 30 days to file an appeal with the State Board of Education. An additional appeal to the superior court of the county within 30 days of the state board's decision is also permitted.

Georgia does not explicitly make teacher ineffectiveness grounds for dismissal, nor does the state distinguish the due process rights of teachers dismissed for ineffective performance from those facing other charges commonly associated with license revocation, such as a felony and/or morality violations. The process is the same regardless of the grounds for dismissal, which include incompetency, insubordination, neglect of duties, immorality, and inciting, encouraging or counseling students to violate any valid state law.

Supporting Research

Georgia Code 20-2-940, -942, -1160

HB 193 enacted in 2009

RECOMMENDATION

■ **Specify that classroom ineffectiveness is grounds for dismissal.**

Euphemistic terms such as "incompetency" are ambiguous at best and may be interpreted as concerning dereliction of duty rather than ineffectiveness. Georgia should explicitly make teacher ineffectiveness grounds for dismissal so that districts do not feel they lack the legal basis for terminating consistently poor performers.

■ **Ensure that teachers terminated for poor performance have the opportunity to appeal within a reasonable time frame.**

Nonprobationary teachers who are dismissed for any grounds, including ineffectiveness, are entitled to due process. However, cases that drag on for years drain resources from school districts and create a disincentive for districts to attempt to terminate poor performers. Therefore, the state must ensure that the opportunity to appeal occurs only once and only at the district level. It is in the best interest of both the teacher and the district that a conclusion be reached within a reasonable time frame.

■ **Distinguish the process and accompanying due process rights between dismissal for classroom ineffectiveness and dismissal for morality violations, felonies or dereliction of duty.**

While nonprobationary teachers should have due process for any termination, it is important to differentiate between loss of employment and issues with far-reaching consequences that could permanently impact a teacher's right to practice. Georgia should ensure that appeals related to classroom effectiveness are only decided by those with educational expertise.

GEORGIA RESPONSE TO ANALYSIS

Georgia recognized the factual accuracy of this analysis.

Figure 136

Do states articulate that ineffectiveness is grounds for dismissal?

	YES, THROUGH DISMISSAL POLICY	YES, THROUGH EVALUATION POLICY	No
Alabama	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ¹
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GEORGIA	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ²
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ³
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> ³
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

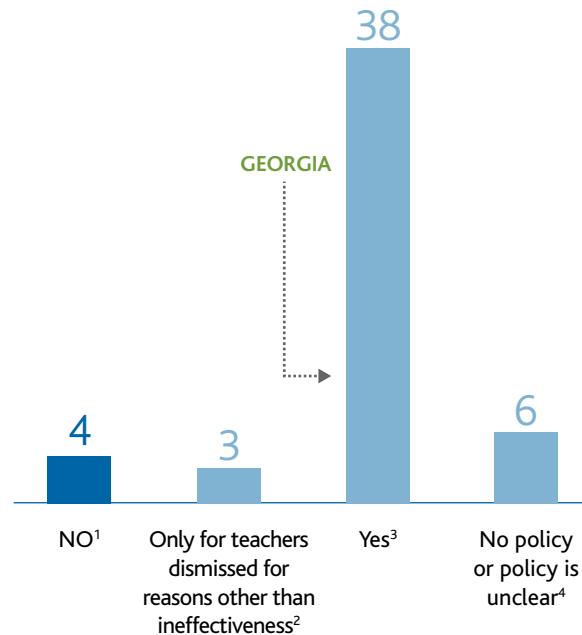
9 13 38

★ EXAMPLES OF BEST PRACTICE

Oklahoma clearly articulates that teacher ineffectiveness in the classroom is grounds for dismissal and has taken steps to ensure that the dismissal process for teachers deemed to be ineffective is expedited. Teachers facing dismissal have only one opportunity to appeal.

Figure 137

Do states allow multiple appeals of teacher dismissals?



1. Strong Practice: Florida, Louisiana, Oklahoma, Wisconsin

2. Teachers in these states revert to probationary status following ineffective evaluation ratings, meaning that they no longer have the due process right to multiple appeals: Colorado, Indiana, Tennessee

3. Alabama, Alaska, Arizona, Arkansas, California, Connecticut, Delaware, Georgia, Hawaii, Idaho, Illinois⁵, Iowa, Kansas, Kentucky, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Texas, Virginia, Washington, West Virginia, Wyoming

4. District of Columbia, Maine, Nebraska, Nevada⁶, Utah, Vermont

5. The teacher is responsible for the cost of the second appeal.

6. Though a teacher returns to probationary status after two consecutive unsatisfactory ratings, the state does not articulate clear policy about its appeals process.

Figure 136

1. It is left to districts to define "inadequacy of classroom performance."

2. A teacher reverts to probationary status after two consecutive years of unsatisfactory evaluations, but it is not articulated that ineffectiveness is grounds for dismissal.

3. Dismissal policy includes dismissal for unsatisfactory evaluations, but the state's evaluation system does not measure teacher effectiveness (see Goal 3-B).

Area 5: Exiting Ineffective Teachers

Goal D – Reductions in Force

The state should require that its school districts consider classroom performance as a factor in determining which teachers are laid off when a reduction in force is necessary.

Goal Components

(The factors considered in determining the states' rating for the goal.)

1. The state should require that districts consider classroom performance and ensure that seniority is not the only factor used to determine which teachers are laid off.

Background

A detailed rationale and supporting research for this goal can be found at www.nctq.org/stpy.

Figure 138

How States are Faring in Reductions in Force

 3	Best Practice States Colorado, Florida, Indiana
 6	States Meet Goal Illinois, Michigan, Missouri, Oklahoma, Texas, Utah
 4	States Nearly Meet Goal Nevada, Ohio, Rhode Island, Tennessee
 4	States Partly Meet Goal Arizona, Idaho, Maine, New Hampshire
 0	States Meet a Small Part of Goal
 34	States Do Not Meet Goal Alabama, Alaska, Arkansas, California, Connecticut, Delaware, District of Columbia, GEORGIA , Hawaii, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Minnesota, Mississippi, Montana, Nebraska, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oregon, Pennsylvania, South Carolina, South Dakota, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

Progress on this Goal Since 2009:

New Goal



State Does Not Meet Goal



Progress Since 2009

ANALYSIS

In Georgia, the factors used by districts to determine which teachers are laid off during a reduction in force consider a teacher's tenure status and are decided at the district level. Any reductions in staff are made "first in preference of retaining professional certificated personnel on the basis of uniformly applied criteria set forth in local school board policies of the newly created, or surviving, school system."

Supporting Research

Georgia Code 20-2-942 (7) (B)

RECOMMENDATION

■ Require that districts consider classroom performance as a factor in determining which teachers are laid off during reductions in force.

Georgia can still leave districts flexibility in determining layoff policies, but it should do so within a framework that ensures that classroom performance is considered.

■ Ensure that tenure is not the only factor used to determine which teachers are laid off.

While it is not unreasonable to lay off probationary teachers before those with tenure, doing this without also considering performance is in effect a proxy for seniority-based layoffs and risks sacrificing effective teachers while maintaining low performers. Further, because probationary teachers draw lower salaries, the state may in fact be mandating that districts dismiss a larger number of effective probationary teachers rather than a smaller group of ineffective tenured teachers to achieve the same budget reduction.

GEORGIA RESPONSE TO ANALYSIS

Georgia recognized the factual accuracy of this analysis.

Figure 139

Do states prevent districts from basing layoffs solely on "last in, first out"?

	PERFORMANCE MUST BE CONSIDERED	SENIORITY CANNOT BE THE DECIDING FACTOR
Alabama	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
GEORGIA	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>

11

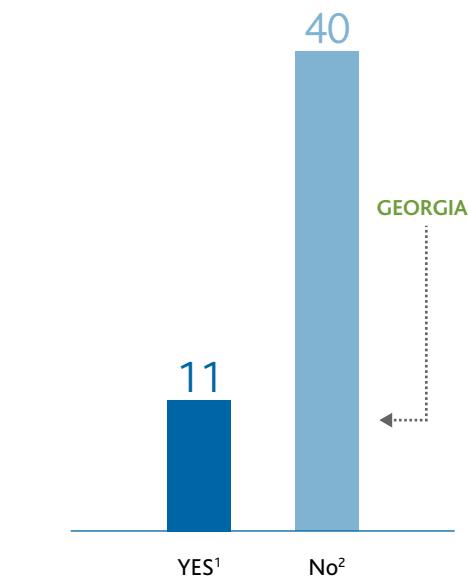
17

★ EXAMPLES OF BEST PRACTICE

Colorado, Florida and Indiana all specify that in determining which teachers to lay off during a reduction in force, classroom performance is the top criterion. These states also articulate that seniority can only be considered after a teacher's performance is taken into account.

Figure 140

Do districts have to consider performance in determining which teachers are laid off?



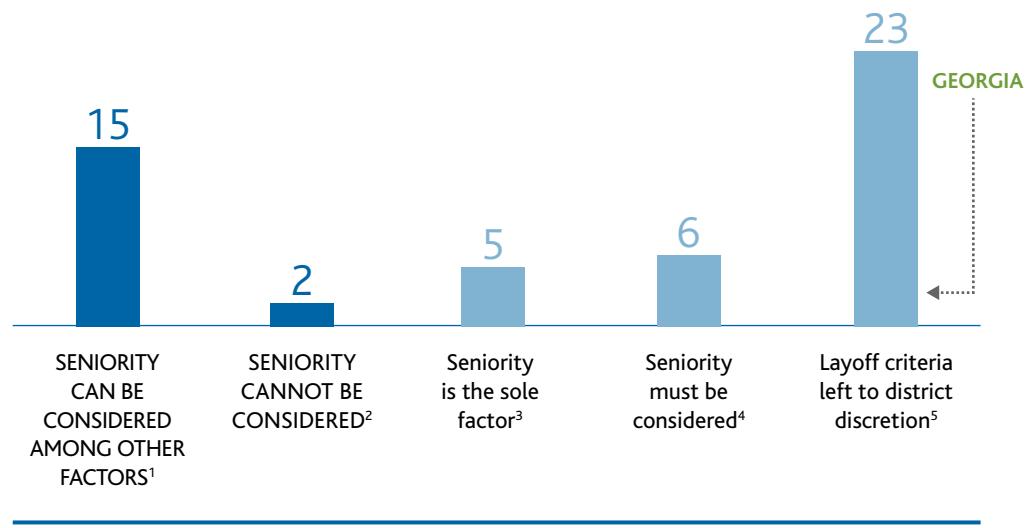
1. **Strong Practice:** Colorado, Florida, Illinois, Indiana, Michigan, Missouri, Oklahoma, Rhode Island, Tennessee, Texas, Utah

2. Alabama, Alaska, Arizona, Arkansas, California, Connecticut, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio³, Oregon, Pennsylvania, South Carolina, South Dakota, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

3. Tenure is considered first.

Figure 141

Do states prevent districts from overemphasizing seniority in layoff decisions?



1. **Strong Practice:** Arizona, Colorado, Florida, Illinois, Indiana, Maine, Michigan, Missouri⁶, Nevada, New Hampshire, Ohio⁶, Oklahoma, Rhode Island, Tennessee, Texas

2. **Strong Practice:** Idaho, Utah

3. Hawaii, New York, Pennsylvania, West Virginia, Wisconsin⁷

4. California, Kentucky, Louisiana, Minnesota, New Jersey, Oregon

5. Alabama, Alaska⁶, Arkansas, Connecticut, Delaware, District of Columbia, Georgia⁶, Iowa, Kansas, Maryland, Massachusetts⁶, Mississippi, Montana, Nebraska⁶, New Mexico, North Carolina, North Dakota, South Carolina, South Dakota, Vermont, Virginia, Washington, Wyoming

6. Nontenured teachers are laid off first.

7. Only for counties with populations of 500,000 or more and for teachers hired before 1995.

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